GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/30/2021

GCCCD Governing Board Approval: 12/14/2021

ETHNIC STUDIES 161 –

U.S. HISTORY: ASIAN AMERICAN AND PACIFIC ISLAND AMERICAN PERSPECTIVES II

1. Course Number Course Title Semester Units

ETHN 161 U.S. History: Asian American 3

and Pacific Island American Perspectives II

Semester Hours

3 hours lecture: 48-54 hours96-108 outside-of-class hours144-162 total hours

1. Course Prerequisites

None.

Recommended Preparation

None

1. Catalog Description

This course provides an introduction to the history and culture of Asians and Pacific Islanders in the United States from the mid-19th century to the beginning of the 21st century. Drawing from a range of interdisciplinary approaches and sources, the course explores the importance of the Asian American and Pacific Island American experience to U.S. history while also giving due consideration to the global and international forces that shaped it. In doing so, it probes the varied experiences of people identified as “Asian Americans,” and “Pacific Island Americans,” examining what those identities mean and how that had changed over time. The experience of Asian Americans and Pacific Islanders will inform the analysis of broader themes including migration, diaspora, return, gender, race and racism, labor, citizenship, community, resistance and self-determination, identity formation, war, anti-colonialism, de-colonialism, and imperialism, and transnationalism. The course introduces the major themes and basic chronology of Asian American and Pacific Island American history while providing a critical perspective on the conventional narrative American history. The course analyzes the Asian American and Pacific Island American past within a context of power relations, especially hierarchies of race, gender, and class and examines the continuities and discontinuities between the past and present. Emphasis is placed on Filipino Americans, Chinese Americans, Japanese Americans, Asian Indian Americans, Korean Americans, Pacific Island Americans, and Southeast Asian Americans.

1. Course Objectives

The student will:

* 1. Analyze the historical contributions made by Asian peoples and Pacific Islanders in the United States.
  2. Assess and place into historical context, major conflicts, social and political movements, including de- colonial, self-determination, anti-racist, and anti-imperialist movements and highlight the aspirations of Asian and Pacific Island individuals and communities in the United States.
  3. Analyze the origins of the Constitution and the social and political philosophy of its framers and reconcile it with the Asian American and Pacific Island experience.
  4. Examine the history of the United States from the perspective of Asian Americans and Pacific Island

Americans.

* 1. Analyze major constitutional issue and significant Supreme Court decisions especially as it relates to Asian Americans ad Pacific Islander Americans.
  2. Compare and contrast the different experiences of Asian Americans and Pacific Island Americans and identify the major issues and events that explain each group experiences.
  3. Evaluate the impact of American racist, ethnocentric, and imperialist history on the lived experiences of Asian Americans and Pacific Island Americans.
  4. Analyze major historical events to develop a cross cultural perspective on United States history.
  5. Analyze the nature of the federal-state relationship, especially the evolution of California’s political system and political history to evaluate how each affected the Asian American and Pacific Island American experience.

1. Instructional Facilities

Standard classroom

1. Special Materials Required of Student
2. None
3. Course Content
   1. Social, economic, political, and cultural experiences of Chinese Americans, Japanese Americans, Filipino Americans, Korean Americans, Southeast Asian Americans, Indian Americans, and Pacific Islander Americans from 1846 to the present
   2. Historical connection between immigration policy, ethnocentrism, colonialism, imperialism, and American Foreign policy.
   3. Impact of class, gender, sexuality, race and racism, and nationality in the various Asian American and Pacific Island communities.
   4. Movement for ethnic and political rights in contemporary American at local, state and federal levels.
   5. Significance and impact of Asian Americans and Pacific Island Americans on urban development and politics as well as how it helped redefine the meaning of citizenship in California and at the federal level.
   6. Myth of the “model minority” and the “middle-man minorities”
   7. Selected issues in contemporary California history, especially state and local legislation as it relates to the Asian American and Pacific Island peoples.
   8. Policies of state and local government relating to Asian Americans and Pacific Island Americans in California such as local and state political actions and decisions regarding Japanese internment in California, relations and confrontation with California state officials regarding Asian American and Pacific Island American voices and participation in shaping college curricula.
   9. Asian American interaction and participation in the changing economy of the inner city, and the role of Koreans in the King Riots.
   10. Key political events and Supreme Court decisions especially as it relates to Asian Americans.
   11. Immigration and Naturalization Act (1965) and its effect on Asian Americans.
   12. The effect of underemployment, credentialism, glass walls, glass ceilings on Asian Americans.
   13. Supreme Court decisions on race and citizenship during the late 19th century ad early 20th centuries.
   14. Chinese Exclusion Act (1882) and its impact on Chinese.
   15. The “Yellow Peril” and prejudice and discrimination directed at Asian Americans.
   16. Chinese organizations in the development of Chinatowns:

1) . Class (Tsu).

2) Benevolent Associations (Hui Kuan).

3) Secret Societies (Tongs).

* 1. Alien Land Act (1913) and its implications to Asian Americans.
  2. Executive Order 9066 and its effect on Japanese Americans.
  3. Internment Period and the Constitutionality concerning the interment of Japanese Americans.
  4. Diverse Reactions internees had to Internment:

1) Japanese Americans Citizens League (JACL).

2) No-No boys.

3) Fair Play Committee.

4) Hart Mountain Draft Registers.

* 1. The 442nd Regiment and their experiences.
  2. Asian Americans in the Era of BLM
  3. Production of culture by and about Asian-Americans and Pacific Island Americans
  4. Multi-racial Asian American experiences
  5. Intra-Asia relations
  6. Asian Americans/Pacific Islanders religious beliefs and practices

aa. Race and racism, ethnicity and ethnocentrism, and health care

1. Method of Instruction

Methods of instruction may include, but are not limited to:

* 1. Lecture
  2. Discussion and interpretation of primary documents and/or historical topics.
  3. Study guides or examination reviews
  4. Multi-media presentations
  5. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.
  6. Internet websites
  7. Guest speakers
  8. Collaborative projects
  9. Library resources: books, periodicals, databases, reference works, and internet resources.

1. Methods of Evaluating Student Performance
   1. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.
   2. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.
   3. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.
   4. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.
   5. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.
   6. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.
   7. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.
2. Outside Class Assignments
   1. Prepare for an in-class essay of minimum 600 words about immigration patterns and subsequent Immigration Laws by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.
   2. Prepare a research assignment outside of class, comparing and contrasting the ways in which Asian vies on gender and sexuality have developed in the U.S. utilizing evidence from lecture, discussions, readings and any supplemental materials.
   3. Conduct focused independent research and write a 6-8 page paper (minimum 600 words**)** on how Asian Americans navigated the Black-white racial paradigm, once enforced under Jim Crow segregation, that continues to frame how Southern race relations are often imagined?
   4. Prepare for group discussions about the development of Asian American or Pacific Island American neighborhoods, such as China Towns, with specific attention to the impact and contributions of each group focusing on different perspectives and experiences, such as industry, the role of women, education, architecture, literature, etc., utilizing evidence from course materials and independent research.
   5. Analyze, in writing or via a group discussion, a primary source document on the experiences of Filipino Americans utilizing course materials and independent research. Students will demonstrate how their document relates to larger questions or events in the experiences of Indian-American immigrants.
   6. Library and internet research with multiple sources and websites.
   7. Take-home exams.
3. Representative Texts
   1. Representative Text(s):
      1. Mackenzie, Melody Kapilaloha. *Native Hawiian Law: A treatise.*
      2. Malon, Sean. *Reclaiming Kalakaua: Nineteenth-Century Perspectives on a Hawaiian Sovereign*
      3. *Tatau: A history of Samoan Tattooin*g
      4. Jung, Moon-Ho. *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*
      5. Molina, Natalia. *Fit to be Citizens?: Public Health and Race in Los Angeles, 1879-1939*
      6. Kurashige, Scott. The Shifting Grounds of Race: Black and Japanese Americans and the Making of Multiethnic Los Angeles
      7. Maeda, Daryl. *Chains of Babylon: The Rise of Asian America*
      8. Tang, Eric. *Unsettled: Cambodian Refugees in the NYC Hyperghetto*
      9. Iyer, Deepa. *We Too Sing America: South Asian, Arab, Muslim and Sikh Immigrants Shape our Multiracial Future*
      10. Nyuyen, Viet Thanh. *The Refugees*. New York: Grove Atlantic Press, 2017.
      11. Bulosan, Carlos. America is In The Heart (Seattle: University of Washington Press, 2000)
      12. Lai, Eric and Dennis Arguelles, editors. *The New Face of Asian Pacific America: Numbers, Diversity and Change in the 21st Century.* San Francisco: Asian Week. 2003.
      13. Zhou, Min and James V. Gatewood, ed. Contemporary Asian America: A Multidisciplinary Reader. New York: New York University Press, 2000. [
      14. Zhou, Min and James V. Gatewood, ed. *Contemporary Asian America: A Multidisciplinary Reader. Second ed.* New York: NYU Press, 2007.
      15. Viet Thanh Nguyen, The Refugees. New York: Grove Atlantic Press, 2017.
      16. Kurashige, Lon, and Alice Yang Murray, editors. *Major Problems in Asian American History: Documents and Essays.* Boston, MA: Houghton Mifflin, 2002.
4. Fong, Timothy P. *The Contemporary Asian American Experience: Beyond the Model.*

Englewood Cliffs, NJ: Prentice Hall, 2001.

1. Takaki, Ronald T. *Strangers from a Different Shore: A History of Asian Americans*. Boston, MA: Little Brown & Company, 1998.
2. Kitano, Harry H.L. *Race Relations. 5TH edition*. Englewood Cliffs, NJ: Prentice Hall, 1998.
3. Desai, Jigna and Khyati Y. Joshi. 2013.
4. Desai, Joshi and Jigna. “Discrepancies in Dixie: Asian Americans and the South.” In *Asian Americans in Dixie: Race and Migration in the South*, ed. Khyati Y. Urbana: University of Illinois Press, pp. 1-30.
5. Doolan, Yuri W. 2019. “Transpacific Camptowns: Korean Women, US Army Bases, and Military Prostitution in America.” *Journal of American Ethnic History.* 38(4): 33-54.
6. Ninh, erin Khuê. 2018. “Without Enhancement: Sexual Violence in the Everyday Lives of Asian American Women.” In *Asian American Feminisms and Women of Color Politics,* ed. Lynn Fujiwara and Shireen Roshanravan. Seattle: University of Washington Press, pp. 69-81.
7. Pegues, Juliana Hu. 2021. “Rape Is/Not a Metaphor.” Journal of Asian American Studies. 24(1): 9- 17.
8. Cheng, Anne Anlin. 2018. “Ornamentalism: A Feminist Theory for the Yellow Woman.” Critical Inquiry. 44: 415-46.
9. Kalnay, Erica Kanesaka. 2020. “Yellow Peril, Oriental Plaything: Asian Exclusion and the 1927 U.S.-Japan Doll Exchange.” Journal of Asian American Studies. 23(2): 93-124.
10. Hong, Grace. 2017. “Comparison and Coalition in the Age of Black Lives Matter.” Journal of Asian American Studies. 20(2): 273-278.
11. Fujino, Diane. “The Black Liberation Movement and Japanese American Activism: The Radical Activism of Richard Aoki and Yuri Kochiyama.” In *Afro Asia:Revolutionary Political and Cultural Connections between African Americans and Asian Americans*, edited by Fred Ho and Bill V.

Mullen. Durham: Duke University Press, pp. 165-198.

1. Bhan, Chenxing. *Be the Refuge: Raising the Voices of Asian American Buddhists*
   1. Supplementary texts and workbooks:
      1. Sung, Min. *Asian American Studies: A Reader.* Rutgers University Press (September 1, 2000)
      2. Park Hong, Cathy. *Minor Feelings: An Asian American Reckoning*. Random House Publishing Group; Reprint edition (March 2, 2021)

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* + - 1. Analyze and discuss the historical contributions made by Asians and Pacific Islanders in the United States from the mid 199h century to the modern era.
      2. Analyze and articulate concepts of ethnic studies and history, including but not limited to race and racism, ethnicity and ethnocentrism, and gender and sexuality, as they relate to the Asian American and Pacific Island communities.
      3. Demonstrate an understanding of and place into historical context, major conflicts, social and political movements and aspirations of Asians Americans and Pacific Islander Americans in the United States from the mid-19th century to the modern era with a focus on colonial and de- colonialism, imperialism, serf determination, and resistance movements.
      4. Demonstrate the ability to compare and contrast the different experiences of Asian Americans and Pacific Island Americans and identify the major issues and events that explain each group experiences.