General Education Course Proposal

Proposed Course: ASAM 110 Asian American Communities Units 3
Prefix No. Title

Department: Asian American Studies School: Social Sciences (Anthropology)

GE Category (Indicate one category only):
Foundation: A1__; A2__; A3__; B4__
Breadth: B1__; B2__; C1__; C2__; D__; E__
Integration: B__; C__; D__; International/Multicultural X

Existing Course X; Revised Course__; New Course___

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request form in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include
prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)
A multidisciplinary study of Asian American communities and their relations with
the larger society. Analyzes values, lifestyles, processes of group identity
and boundary maintenance, social organization, and cultural change. Examination
of Chinese, Japanese, Filipino, and other Asian American subcultures.

Enrollment limit per section: 50
Expected number of sections per semester – Year 1_1__; Year 3_1__

Attachments:
1. A statement presenting the ways in which this course meets the Specifications provided
   in the appropriate section of the General Education Policy as well as in the Policies for
   Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content,
   objectives, required student activities, grading policy, representative texts, and an
   approximate schedule for the course. Required student activities include such things as
   papers, research projects, homework, laboratory and/or studio performance, recitations,
   participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

R. M. Leal 10/23/98
Department Chair

Ellen Garcia 11/03/98
School Dean

Brandon M. Kho 4/28/99
Associate Provost

PA 11/23/99
School Curriculum Committee

Pedro Colon 4/23/99
General Education Subcommittee

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

2/5/98
Asian American Studies 110: Asian American Communities meets the goals for Area D courses as set forth in Executive Order 595. One of the requirements is that the course should show that “human social, political and economic institutions and behavior are inextricably interwoven.” Asian Americans, as a diverse population, have groups that are successful economically, such as the Japanese Americans and South Asian Indians. At the same time, there are groups that have high unemployment and welfare dependency rates such as the Hmong, Lao, and Cambodians. The premigration background, the circumstances of their immigration to America, their adaptive strategies, and other factors have a bearing on their present situation in America. A comparison of the different Asian American communities can highlight the theme that human social, political and economic institutions and behavior are linked together.

Another requirement for Executive Order 595 is that the “problems and issues in these areas [institutions and behavior] should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts.” The historical and cultural reasons for Asian immigration to America, and their status here, provide an opportunity to examine non-Western and Western contexts and values. It also provides a chance to look at problems and issues in both the past and the contemporary situation.

This is a course that fits in with the campus “Plan for the ‘90’s,” which placed an emphasis upon an international aspect to each student’s education. As students learn about the backgrounds of the different Asian American communities—those of the Chinese, Japanese, Koreans, Filipinos, South Asians, Vietnamese, Lao, Hmong, Cambodians, and Iu-Mien, they will gain insight into cultural diversity and multiculturalism. They will learn that they are living in a changing society with a multiplicity of different cultural groups.

Asian American Studies 110: Asian American Communities is structured to meet the purpose and specifications of Area D. The course will “introduce students to the methodologies and analytical concepts to evaluate society today and promote more effective participation in the human community.” It will also “provide an understanding of different cultures and ethnic diversity through the use of comparative methods and a cross-cultural perspective.” As the course examines the different Asian American communities, topics such as families, community organizations, religions, cultural values, language, employment, and heritage will be compared and contrasted. This should provide students with a basis to evaluate contemporary society and encourage more effective interaction in the human community. They will have an appreciation of ethnic diversity in the United States and an understanding of a number of different cultures.

The examination of Asian American communities should also help students to understand “the influence of major social, cultural, economic and political forces on societal behavior and institutions.” Economic, political, social, and cultural factors led to Asian immigration and affected their adjustment and status in the United States, as well as that of their descendants. Students will become cognizant of the role of larger societal forces at different points in time that can influence the various Asian American communities.

As an upper division course in Area D, Asian American Studies 110: Asian American Communities employs an interdisciplinary approach that will expose students to the diversity in the social sciences. Insights from anthropology, history, sociology, economics, ethnic studies, and psychology will be used to treat issues regarding family, identity, adaptation, cultural values, employment, prejudice, and discrimination for the
different Asian American communities. The significance of variables such as race, ethnicity, gender, class, religion, and language in the understanding of Asian American communities and American society will also be discussed.
ATTACHMENT 2: COMMON ELEMENTS FOR ASAM 110

All sections of Asian American Studies 110: Asian American Communities will have the same format. The content of the course provides a general introduction to the Asians communities in the United States. These include the communities of the Chinese, Japanese, Koreans, Filipinos, South Asian Indians, Vietnamese, Lao, Cambodians, Hmong and Lu-Mien. Issues to be examined include the premigration context, immigration, adaptation, development of a second generation, group identity, socioeconomic status, community issues, intergroup relations, and cultural change. This fits in with Executive Order 595 and Executive Order 405.

The objectives of the course include (1) understanding formation of Asian communities through immigration to America; (2) learning about the history and development of the different Asian American communities; (3) understanding about their premigration backgrounds, cultural values, and subsequent adaptation and acculturation to American society; (4) learning about the Asian American communities and their place in the American economy; (5) employing an interdisciplinary perspective to acquaint students with the diversity of the social sciences; (6) examining relations with other racial and ethnic groups; and (6) exposing students to ethnic and cultural diversity and a cross-cultural perspective by comparing the different Asian American communities. This meets the goals and objectives of Executive Order 595 and Executive Order 405, and specifications 1, 2, and 3.

The required student activities seek to enhance student understanding about the course content and class objectives. This includes (1) a midterm examination; (2) a final examination; (3) one term paper of 16 pages or 4,000 words; and (4) class attendance and participation. Students are also expected to (5) complete their reading assignments. For further details, consult the attached syllabus.

The grading policy is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Examination</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>300</td>
</tr>
</tbody>
</table>

The grade scale is as follows:

- 300–270 = A
- 269–240 = B
- 239–210 = C
- 209–180 = D
- 179–000 = F

Representative texts are Harry H.L. Kitano and Roger Daniels, Asian Americans: Emerging Minorities (1995) or Pyong Gap Min, ed., Asian Americans: Contemporary Trends and Issues (1995). In previous years, other texts have included Roger Daniels, Asian America (1988); and Tricia Knoll, Becoming Americans: Asian Sojourners, Immigrants, and Refugees in the Western United States (1982).
The approximate schedule for the course is as follows:

- Lectures: 1st week onward
- Paper topic due: 4th week of the semester
- Midterm examination: 8th week of the semester
- Term paper: 12th week of the semester
- Final examination: Final examination schedule
ATTACHMENT 3: COURSE SYLLABUS FOR ASAM 110

Instructor: Franklin Ng
Leon Peters Bldg., Rm. 255
Semester/Year
Office Hours: MWF 1:10-2:00
TTH 11:30-12:30
Dept. Office: Peters Bldg., Rm. 389
Phone: 278-3002; 278-5167

ASAM 110: ASIAN AMERICAN COMMUNITIES. 3 UNITS. AREA D.

Course Description: A multidisciplinary study of Asian American communities and their relations with the larger society. Analyzes values, lifestyles, processes of group identity and boundary maintenance, social organization, and cultural change. Examination of Chinese, Japanese, Filipino, Korean, South Asian, Vietnamese, Lao, Hmong, Cambodian, and Lu-Mien subcultures.

Course Objectives:

1. To introduce students to an understanding of Asian American communities and their place in the American cultural mosaic.

2. To acquaint students with the cultural perspectives of the different Asian American groups in the United States.

3. To survey some of the key issues and concerns facing the various Asian American communities today.

4. To provide a framework for the analysis of racial and ethnic groups in American society.

Texts:


Course Requirements:

- two examinations
- a 16 page term paper with 4,000 words
- class attendance and participation

Audiovisual Materials:

Films and video materials will be shown in class. Students should take notes and study the presentations, as the information may be included in the midterm and final examinations.

Office Hours:

If the office hours listed on the first page conflict with your schedule, please contact the instructor to set up another time.

Grading:

The grade scale is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Examination</td>
<td>1/3</td>
<td>300 - 270</td>
<td>A</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1/3</td>
<td>269 - 240</td>
<td>B</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1/3</td>
<td>239 - 210</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>209 - 180</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>179 - 000</td>
<td>F</td>
</tr>
</tbody>
</table>

Each examination and the term paper earn 100 points each. A total of 300 points can be earned.

Term Paper:

The term paper is an important component of class work. Possible topics will be discussed in class. Paper topics are due during the 4th week for review. Papers are not to be written on topics without approval from the instructor. The term paper of 16 pages is due on the 12th week.

The papers should integrate concepts or themes related to the different Asian American communities. They should demonstrate a familiarity with the social science concepts and cross-cultural perspectives introduced in class. Examples of concepts and themes that may be treated include the dynamics of migration, refugee status, structural assimilation, civic assimilation, cultural assimilation, segmented assimilation,
racial/ethnic identity formation, panethnicity, disidentification, ethnic enclaves, ethnic economies, split labor markets, transnationalism, diaspora, critical race theory, bilingualism, institutional discrimination, ethnocentrism, prejudice, racism, nativism, xenophobia, discrimination, the intersection of gender-race-and class, religion and ethnicity, intermarriage, mixed race identity, model minorities, multiculturalism, Orientalism, cultural pluralism, ethnic politics, resistance theory, stereotypes, media representation, ethnic humor, ethnicity and popular culture, culture shock, generational acculturation, and Americanization.

The term paper is an opportunity to integrate social science and cross-cultural perspectives in the analysis of Asian American communities. Within a topic such as “Shamanism and the Hmong Community,” themes such as acculturation, culture change, the racial/ethnic identity formation, disidentification, prejudice, the immigrant/ethnic church, identity, class and religion, gender roles in religion, proselytization, and stereotypes could be treated. Other topics could similarly incorporate many relevant social science and cross-cultural perspectives as part of the analysis of the Asian American communities.

Many topics are suitable for the paper, and students should consult with the instructor. The following are examples of possible paper topics:

The Immigrant/Refugee Community and Institutional Completeness
Harmony and Dissension in the Cambodian Community
Being a Leader in the Vietnamese Community
The Role of Gossip and Rumor in the Hmong Community
Constructing a New Identity in America
Panethnicity among Asian Americans
Asian Americans and Interracial Relations in the U.S.
Arranged Marriages among South Asians
The Changing Status of Asian American Women
After Internment and Redress: The Future of the Japanese American Community
The Roles of Men and Women in the Lao Buddhist Temple
Korean Americans and their Churches
Changes in Hmong Marriage Customs
Taiwanese Americans and the Politics of the Two Chinas
Filipino Americans and American Popular Culture
Asian Americans and the Media
Newspapers and the Chinese American Community
The Development of Southeast Asian Professionals
Southeast Asian Teachers in the Classroom
The Model Minority: Myth or Reality?  
History and Memory in the Hmong Community  
The Adaptation of Festivals and Celebrations in the U.S.  
Gangs and Asian American Youth  
Social Issues in the Lao Community  
Asian American Politics  
Asian Americans and the Reinvention of American Society  
Asian Americans and Asians  
Asian Americans in the Pacific Rim Economies  
Transnationalism among Asian Americans  
Nationalism among Asian Americans  
Anti-Communism in the Vietnamese Community  
Clans in the Hmong Community  
Traditional and Modernist Organizations in the Chinese Community  
The Filipino Community in Delano  
The Iu-Mien Community in Visalia  
Hmong Community Organization in Merced  
Improving Interethnic Relations in America

Research papers should be properly documented. A good guide is Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (in paperback), available in the Kennel Bookstore. It provides information about notes, bibliography, pagination, and other useful data.

A guide sheet to the proper format for the paper will be distributed later in the class. It will detail the requirements regarding margins, font size, pagination, title page, use of appendices, tables, charts, illustrations, documentation, and so on. Students are also asked to have a duplicate of the paper to be submitted.

**Course Readings:**

Students are responsible for the assigned readings and the contents of the lectures. Readings and lectures do not duplicate entirely, but are complementary. Each goes into different details that will be the subject of questions in the examinations.

Students are advised to take notes on the reading assignments. That will facilitate the review for the tests. **Rec** indicates recommended reading that is not required. Those who want to pursue a topic further will find these recommendations useful.
CALIFORNIA STATE UNIVERSITY, FRESNO

ASAM 110: ASIAN AMERICAN COMMUNITIES. SEMESTER/YEAR.

The following is a tentative list of topics for lectures and discussions. Modifications may be made in the schedule; the instructor reserves the right to make changes in the syllabus. The suggested weekly reading list is included below. Students will find it helpful to read the assignments before the lectures to understand the topics treated in class.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Asian American Communities</td>
<td>Kitano, chapter 1</td>
</tr>
<tr>
<td></td>
<td>Introduction to the course; social sciences and the comparative approach; the concept of community; the concept of race and ethnic communities; theories about nationality and identity; ethnic groups and boundaries; situational identity.</td>
<td>LEAP, 1–90</td>
</tr>
<tr>
<td>2</td>
<td>Historical Dynamics of Asian Immigration to America</td>
<td>Kitano, chapter 2</td>
</tr>
<tr>
<td></td>
<td>Immigration and the American experience; patterns of Asian immigration; the premigration context; chain migration; selective migration; immigrant values; sojourner theory.</td>
<td>LEP, 90–188</td>
</tr>
<tr>
<td>3</td>
<td>Chinese American Communities</td>
<td>Kitano, chapters 3, 4</td>
</tr>
<tr>
<td></td>
<td>The historical context in China; social and cultural background and values of Chinese immigrants to Hawaii and the continental U.S.; traditional Chinese village and kinship organization; voluntary associations; employment; adaptation; community as geographical entities; the Chinese in Mississippi and the South; comparison with other Asian American communities; the connections of identity, community, and history with immigration.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Japanese American Communities</td>
<td>Kitano, chapters 5, 6</td>
</tr>
<tr>
<td></td>
<td>PAPER TOPIC DUE</td>
<td></td>
</tr>
</tbody>
</table>
The historical context in Japan; social and cultural background and values of Japanese immigrants to Hawaii and the continental U.S.; traditional Japanese village and kinship organizational voluntary associations; employment; adaptation; community as organizations.

Filipino American Communities Kitano, chapter 7

The historical context of the Philippines; social and cultural background and values of Filipino immigrants to Hawaii and the continental U.S.; annexation; metropole-colony relations; the status of national versus citizen; employment; adaptation.

Korean American Communities Kitano, chapter 9

The historical context of Korea; social and cultural background and values of Korean immigrants to Hawaii and the continental U.S.; the politics of protest and independence; employment; adaptation.

South Asian Communities Kitano, chapter 8

The historical context of India; social and cultural background and values of South Asian immigrants to the U.S.; employment; adaptation.

Loyalty, Ethnicity, and the MIDTERM EXAMINATION

Japanese American Internment

International relations and ethnic minorities; democracy, the Constitution, and war; reasons for the internment; consequences for the Japanese American community; U.S.-Japan trade rivalry and "Japan-bashing."

New Immigration and Refugees Kitano, chapters 10, 12

Demographic and socioeconomic characteristics of Asian Americans since 1965; issues of nativity, gender, generation and their impact on Asian American communities; diversity in socioeconomic conditions; distinctions among immigrants, refugees, permanent residents, and citizens.

Southeast Asian Communities Kitano, chapter 11
Differences among East, South, and Southeast Asians; issues of religion, language, region, ethnicity, and history; Vietnamese, Lao, Hmong, Cambodian, and Iu-Mien communities.

11

SPRING RECESS

12

Asian American Communities— Kitano, chapter 13
Past and Present

Rise and decline, as well as the transformation of Asian American communities; examination of examples of Asian American communities; communities beyond geographical enclaves; communities of history and memory; communities as networks.

13

Social Issues and Political Organization

LEAP, 189–214

Social concerns; representations of Asian Americans in the media and popular culture; stereotypes; political mobilization and the empowerment of Asian American communities; panethnic identity; interest groups; politics as arena for Asian Americans; interethnic coalition building

14

Identity, Family, and Culture

LEAP, 214–end

Acculturation and identity transformation; fluidity of options; situational identity; symbolic identity; instrumental identity; panethnic identity; multiracial identity; transnational identity; diasporic identity; generational issues; intrerracial and interethnic relations.

15

Race, Gender, and Culture

Interseetons of race, gender, and culture in the experiences of Asian American women; patriarchy; changing roles; participation in the work force; interracial and interethnic marriage; women-centered perspectives on community and family.

16

Future Directions

FINAL EXAMINATION
PREPARATION
The future of race and ethnicity in America; the place of Asian Americans in U.S. society; change in American society; globalization of the U.S. economy.

**FINAL EXAMINATIONS:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Dates</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
</table>

| Examination Schedule |

*************** Examination Schedule ***************
ATTACHMENT 4: SPECIAL COST FACTORS FOR COURSE

There are no special cost factors associated with this course.