

**AMST/ES 318: Asian America**  
*Spring 2010, Tuesdays and Thursdays, 10:30a-11:45a, Kuykendall 304*

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Office hours: noon – 2p Tuesdays and  
by appointment

**Course Description:**

This introductory survey course covers the historical and ethno-racial experiences of Asian Americans in America since 1763 with the establishment of a Filipino settlement of male deserters ("Manilamen") from Spanish galleons in Saint Malo, Louisiana. Since there are over 20 Asian ethnic populations in residence in the United States since 1763, this course will highlight the experiences of some groups to illustrate the diversity of this racial group, the arbitrariness of American racial classifications, the parallels and divergences from other racial groups (African American and European American, in particular), and the ways in which Asian Americans shape what it means to be American.

This is an interdisciplinary course covering anthropological, sociological, historical, and cinematic texts. However, most of the course materials consist of ethnographic (qualitative) studies that are framed by anthropological and American race concepts and theories.

**Course Requirements:**

Collaborative research presentation & study guide	= 15 points		
Exams (2 @ 35pts each)	= 70 points		
Attendance & Participation	= 15 points	Total possible points	= 100 points

**Collaborative Research Presentation & Study Guide (approx. 3-5 double spaced pages per team member)**

Each two to four member team will prepare either (1) an historical and demographical summary report on EITHER a specific Asian ethnic group in Hawai'i not covered extensively in the course or a small cluster of Asian ethnicities in Hawai'i not discussed in the course materials OR (2) a community study summary report of a preliminary study of an Asian ethnic group(s)' residential/commercial/recreational community not covered extensively in the course. BOTH research projects MUST be pre-approved by the professor. Teams will present their findings to the class through a powerpoint presentation lasting no more than 15 minutes. Teams will also prepare a supplemental study guide detailing the information from the presentation, such as census data, interview transcripts, maps, and timelines. A detailed assignment handout will be posted on Laulima in the "assignments" section.

**Optional Service Learning collaborative research project**

Students are given the option of completing a service-learning project in lieu of a final exam. Each pre-approved project requires a minimum of 20 volunteer hours over the course of the semester. However, students MUST inform (email or in person) the professor by the deadline listed on the class schedule if you wish to take this option.

NOTE: Students have the option of enrolling in SOCS 385: Service Learning to receive one credit for participating in this service learning project and additional coursework. For more information, contact Ulla Hasager at [ulla@hawaii.edu](mailto:ulla@hawaii.edu).

**Exams (two exams)**

The exam format includes any combination of the following: identifications, definitions, timeline, t/f and why essay, and analysis essays. The exams will determine both (1) your knowledge of theories, dates, and events & (2) your comprehension and opinions of the themes and topics discussed in class and presented in the readings/videos.

An exam review sheet will be posted on Laulima in the "resources" section 1 week before each exam.

## **Attendance and Participation**

Attendance in lectures will be taken during the first 3 weeks of class to allow ample time for the professor to identify at least half of the students by name. By the **fourth week**, students will be graded ONLY on their participation during lectures and/or emailed commentaries/questions.

The participation grade is based on the following criteria in the order of greatest to least importance:

- A. Reflection and analysis essays of the readings (15 out of 22)
  - a. These one page single spaced essays must be emailed to the professor or emailed to the Laulima online drop box by no later than 9am of the lecture day. These essays can be as little as one paragraph or as much as three paragraphs. Use the classroom discussion period for further elaboration of the comments you make in the essays. Think of these essays as your own discussion notes in preparation for that day's lecture seminar.
  - b. These essays should include your reflections and analysis of the readings (individually or collectively for that day) either on their own or in relationship to previous course readings, films, lectures and/or course concepts.
  - c. The frequency and analytical/reflective quality of your comments (in class and/or email) will be assessed for your overall course participation grade.
  - d. Your comments may be used during that day's lecture to generate class discussion. Your comments will not be attributed directly to you unless you choose to self-identify in class to ensure your confidentiality,
- B. Class discussion (15 out of 22)
  - a. In-class performance (for less shy students) OR email inquiries/commentary on class discussions/readings (for more shy students). If students choose the latter means of participation, then students must post their comments in the correct corresponding discussion thread on Laulima by NO later than noon the day after each lecture.
  - b. The frequency and analytical/reflective quality of your comments (in class and/or email) will be assessed for your overall course participation grade.
- C. Overall improvement of reading analysis and reflection essays and research project assignment (presentation & paper).

## **Missed exams and extra credit:**

If you miss or anticipate missing an exam due to illness, varsity sports meet/game, religious observance, or a family emergency, you must take a make-up exam. You must inform the **professor** of your absence as soon as possible to avoid being penalized. If you miss the exam due to another reason, you must take a make-up exam and be **penalized ten points**. Make-up exams must be taken no later than two days after the original exam date.

### *Extra Credit Essays (2-3 pages each for up to 2 essays)*

Students interested in extra credit can write up to two papers worth up to three points each that will be added to the student's course grade. Essays must discuss and analyze one or two aspects of a pre-approved event (cultural festival, film, performance, etc.) from an ethno-racial perspective that incorporates at least two course concepts and two course materials (readings, in-class films, and lectures) of the students' choosing. The calendar section of Laulima lists the pre-approved events, which are updated weekly. Students are required to attend the event. If you know of an unlisted event, then email the professor with event details to determine whether it can be approved **PRIOR** to attending the event.

Grading criteria are as follows:

- 1 point for description alone
- 2 points for preliminary analysis and superficial comparisons to course materials
- 3 points for analysis and insight

Essays are due anytime during the course of the semester. However, the very last day to submit the essays is Thursday, April 29<sup>th</sup> by no later than 5pm. The essays **MUST** be emailed to the professor.

## **Plagiarism:**

The study guide requires students to reference course materials (readings and/or films) and non-course materials (library research). Standard research paper protocol dictates the use of proper citations (1) to acknowledge the contributions of other people's work to your analysis and grasp of the material, while also (2) helping the professor better gauge whose work influenced you and how you use their research to reach your analyses and conclusions. Therefore, you **MUST** include citations

in all paper assignments. Please consult with the professor if you are unfamiliar with the process of writing a proper research paper OR visit the Manoa Writing Program.

Students are required to use the MLA style for their citations. The MLA Handbook for Writers of Research Papers is available in the Hamilton Library. A brief one page "MLA Style" handout on typical citations are available in the campus libraries and the library's website. Please note that underlining titles is the professor's preferred method.

REMINDER: If you are in doubt of whether your work lacks sufficient citations or may be unintentionally bordering on plagiarism, please contact the professor in person or via email well in advance of the assignment deadline. Otherwise, plagiarized papers submitted by and after the deadlines will receive a failing grade of 0% and may result in the professor's pursuit of further disciplinary action.

### **Student athletes and students with special needs and considerations:**

Please schedule an appointment with the professor if you are a student athlete, student with a learning disability, student with childcare/eldercare responsibilities, or have any other responsibilities or obligations that may impact your ability to perform well in this course or meet course assignment deadlines. Students who fit any of these criteria should schedule a meeting with the professor AS SOON AS POSSIBLE to allow her ample time to accommodate your learning disability or non-academic obligations.

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

### **Required Texts:**

Books (the Campus Bookstore & the Student Bookstore on the Corner):

Chan, Sucheng. Asian Americans: An Interpretive History (preference)

OR

Takaki, Ronald. Strangers from a Different Shore (acceptable alternative)

Dave, Shilpa, et.al., East Main Street: Asian American Popular Culture

Louie, Vivian S. Compelled to Excel

Course Reader @ Marketing and Publication Services (MaPS) at the School of Education

Address: 1776 University Ave, CMA #101, 808-956-4969, Hours: M-F, 9:30a-5p

URL: <http://www.hawaii.edu/crdg/maps/>

Cost: \$26

## Class Schedule:

- Week #1 What is “Asian America”: Oriental, American, the Other within Ourselves?  
1/12 Introduction  
Film: “My America:...or Honk if you Love Buddha” (VHS 15820, 85 min)
- 1/14 Course reader: Takaki (“From a Different Shore”)  
Film: finish “My America:...”
- Week #2 Asian American Historical Overview  
1/19 Chan: Preface and Ch. 1 OR Takaki: Preface and Ch. 1 Course reader: Omi/Winant (recommended)
- 1/21 Chan: Ch. 2 OR Takaki: 2  
Group work on ethnicity charts
- Week #3 The Exclusion Era: Anti-Asian Sentiment & Asian Ethnic Enclaves and Community Organizations  
1/26 Chan: Ch. 3 OR Takaki: 3 & 5 Course reader: Odo (“Part 2”)  
Group work on ethnicity charts
- 1/28 Chan: Ch. 4 OR Takaki: Ch. 6 Course reader: Ong/Umemoto
- Chinatown self-guided tour this weekend
- Week #4 Collaborative Research Project Discussion  
2/2 Bring: (1) Chinatown tour and Chinese new year festivities work sheet &  
(2) topical and/or thematic ideas for collaborative research projects
- 2/4 Library research workshop & research project planning in Hamilton Library 156
- Week #5 Touring Asian Ethnic Celebrations & Asians in Hawai’i  
2/9 Dave: King-O’Riain Course reader: de Vera, Rast
- 2/11 Takaki: Ch. 4 Course Reader: Glenn, Odo (“Holehole bushi”), Okamura  
Film: excerpts of “Picture Bride” (DVD 1499)
- Week #6 Imperialism & Its Legacies: India, Japan, Korea and the Philippines  
2/16 Takaki: Ch 7 & 9 Course reader: Yuh Dave: Bascara, Diaz  
Film: “Bontoc Eulogy” (VHS 13242)
- 2/18 Chan: Ch. 5 OR Takaki: Ch. 8  
Film: “Bontoc Eulogy” (finish)
- Week #7 Who you calling an Oriental? & Which Oriental are You?  
2/23 Dave: Chung Course Reader: Deutsch, Okihiro
- 2/25 Takaki: Ch. 10 Course Reader: Munson, Wong
- Week #8 Con’t, “Which Oriental are You? & Midterm Review & MIDTERM  
3/2 Laulima Youtube: Suheir Hammad’s “First Writing Since” & midterm review  
Film: excerpts of “From Hawaii to the Holocaust” (VHS 9416)
- 3/4 Midterm exam

Week #9	<u>1960s – 1970s Watershed Years &amp; Cross-Racial Influences</u>		
3/9	Chan: Ch 7-8 OR Takaki: Ch 11		
3/11	Dave: Ongiri	Course reader: Fujino, Omatsu, Espiritu/Omi	
Week #10	<u>Systematic Orientalization of the Asian as “Delinquent,” “Model Minority” or “Ethnic Cool”</u>		
3/16	Chan: Ch. 9 OR Takaki: Ch 13	Course reader: Ho	
3/18	Dave: Desai, Maira	Course reader: Whaley	Laulima Youtube: ABDC “Bhangra”
Week #11	SPRING BREAK		
Week #12	<u>2<sup>nd</sup> Generation and the Burden of the “Model Minority Myth” &amp; Filial Piety</u>		
3/30	Louie: Ch. 1-2	Dave: Dave (recommended)	
4/1	Louie: Ch. 3	Course reader: Park	
Week #13	<u>Race, Gender, Sexuality and Socio-Economic Class</u>		
4/6	Louie: 4	Dave: Nishime, Park	Laulima youtube: Regie Cabico’s “What Kind of Guys...”
	Film: “Saving Face” (DVD 4055)		
4/8	Louie: Ch. 5 & 6		
	Film: “Saving Face” (finish)		
Week #14	<u>Generation Gap, Youth Culture and Fictive Kin</u>		
4/13	Louie: Ch 7 & 8		
	Film: “Welcome to the Family”		
4/15	Course reader: Danico-Yu, R. Kim, Namkung		
	Film: “Bui Doi” (VHS 10174)		
Week #15	<u>Asian American Futures: Multiracials, Cyberspace, and Orientalism Revisited</u>		
4/20	Louie: Conclusion	Dave: Perez, Nakamura, Oren	
	Film: “Better Luck Tomorrow” (DVD 1791) Laulima youtube: Mike A.’s “More Half-Asian Comedy”		
4/22	Course reader: T. Kim	Laulima Youtube: Beau Sia’s “Give Me a Chance”	
	Film: “Better Luck Tomorrow” (finish)	& Alvin Lau’s “Asian America, Where Have You Gone?”	
Week #16	<u>Collaborative Research Project Presentations</u>		
4/27	Student presentations		
4/29	Student presentations		
Week #17	<u>Final exam review session</u>		
5/4	Student presentations & final exam review		
	<b>Deadline: Creative research project study guide (hardcopy) &amp; powerpoint presentation (email)</b>		

**Final Exam on Tuesday, May 11, 9:45a-11:45a in lecture classroom.**