

# All Fields Report

Basic Course Information	
College	Cañada College
Discipline	ETHN-Ethnic Studies
Course Number	103
Full Course Title	Asian American Studies
Catalog Course Description	This course examines how US institutions ideologically constructed the category of Asian-ness and materially engaged with "Asian" peoples within the United States and its territories. Ethnic Studies theory will be applied to describe critical events in Asian American histories, cultures, and intellectual traditions including an examination of how "Asian" communities interact with each other and other racialized/ethnicized communities. This includes a focus on topics ranging from self-determination to imperialism in a move toward building a just and equitable society.
Class Schedule Course Description	This course examines how US institutions have ideologically constructed the category of Asian-ness and materially engaged with "Asian" peoples, within the United States and its territories. Special attention is paid to California with course readings discussing the central role of Asian labor in California's economic, political and social history while exploring the role of California-based Asian American communities in social movements from the 1960s to the present.
Proposal Information	
Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	01/22/2021
Deadline for submission to Dean's Queue:	12/17/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	12/29/2020
Proposal Origination Date:	12/03/2020
Justification For Board Report OR Curriculum Inventory update:	<p>1. <b>For NEW Courses:</b> Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. <b>For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations):</b> Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>This course is being added to the curriculum in response to California Assembly Bill 1460 (AB 1460). It is being articulated for Ethnic Studies, Area F, and it is a selective requirement of the newly created AA Degree in Ethnic Studies.</p>
Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses	
Will this course replace an	No

<b>existing course in the catalog, or an experimental course?</b>	
<b>If yes, identify and explain.</b>	
<b>Similar Courses</b>	
<b>Is there a similar or equivalent course in SMCCCD?</b>	Yes
<b>Added Similar Courses</b>	ETHN 103 (College of San Mateo)

<b>Units/Hours</b>				
<b>Unit Types</b>	Fixed			
<b>Units</b>	Min: 3.00			
<b>Variable Range</b>	Range (or)			
<b>Hours</b>				
<b>Please enter hours as per term values</b>				
<b>Method</b>	<b>Min Hours</b>	<b>Max Hours</b>	<b>Min Faculty Load</b>	<b>Min Units</b>
<b>Lecture</b>	48.00	54.00	3.00	3.00
<b>Lab</b>	0.00	0.00	0.00	0.00
<b>TBA</b>	0.00	0.00	0.00	0.00
<b>Work Experience</b>	0.00	0.00	0.00	0.00
<b>Field Experience</b>	0.00	0.00	0.00	0.00
<b>Other</b>	0.00	0.00	0.00	0.00
<b>Homework</b>	96.00	108.00	0.00	0.00
<b>Other Hours</b>				
<b>Course Details</b>				
<b>Repeatable for Credit</b>	No			
<b>Grading Methods</b>	Letter Grade Only			
<b>Audit</b>	Yes			

<b>Materials Fee</b>	
<b>Fee Required?</b>	No

<b>Student Learning Outcomes</b>	
Upon successful completion of this course, a student will meet the following outcomes:	
1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Asian American studies and ethnic studies.	
2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly with regards to Asian American communities and other communities of color.	
3. Apply ethnic studies theory to describe critical events in Asian American histories, cultures, and intellectual traditions with a particular emphasis on agency and self-affirmation.	
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans and other communities of color, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.	

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American and other communities of color to build a just and equitable society.

## Course Objectives

Upon successful completion of this course, a student will be able to:

1. Describe the diverse histories of Asian Americans and explain how those histories have dynamically shaped and been shaped by US institutions.
2. Critically analyze historical texts and theories related to Asian American communities.
3. Reflect critically about the past in order to explain how the world of the present has been produced by prior events, experiences, structures and institutions.

## Course Lecture Content

The following outlined topics, issues and experiences will be used to:

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Asian American studies and ethnic studies.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly with regards to Asian American communities and other communities of color.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans and other communities of color, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American and other communities of color to build a just and equitable society.

Topics, issues and experiences:

### 1. US Law

1. 1790 Naturalization Act (“free white persons”)
2. Racial Prerequisite Cases
  - In re Ah Yup (1878)
  - Takao Ozawa v. United States (1922)
  - United States v. Bhagat Singh Thind (1923)
  - Other racial prerequisite cases
3. Chinese Exclusion Act (1882), Scott Act (1888), and Chae Chan Ping v. United States (1889)
4. Geary Act (1892) and Fong Yue Ting v. United States (1893)
5. United States v. Wong Kim Ark (1898)
6. Insular Cases
7. Asiatic Barred Zone Act (1917)
8. Immigration Act of 1924 (Johnson-Reed Act)
9. Gong Lum v. Rice (1927)
10. Executive Order 9066 (1942) and Korematsu v. United States (1944)
11. Luce-Celler Act (1946)
12. Rescission Act (1946)
13. McCarran-Walter Act (1952)
14. 1965 Immigration and Nationality Act
15. Civil Liberties Act of 1988

### 2. California History

1. Chinese populations in California – participation in gold mining, exclusion from gold mining, participation in railroad construction, different roles in agriculture, feminized labor (e.g. laundries), formation of Chinatowns,

anti-Chinese vigilante violence and pogroms

2. Japanese populations in California – role in agricultural labor, organized labor and inter-ethnic alliances (e.g. Japanese Mexican Labor Association, Oxnard Sugar Beet Strike); Japanese as small-scale fruit and vegetable farmers; transformation of large sections of marginal lands in CA into agricultural fields and orchards, anti-Japanese sentiment prior to WWII internment, WWII internment
3. Asian Indian populations in California – agricultural labor, Ghadar Party, contact with students and intellectuals from the Subcontinent, surveillance by US and British authorities, comparison with Asian Indian migration to other parts of U.S. (e.g. lascars, peddlers, and students in East Coast cities), anti-Indian vigilante violence and pogroms
4. Filipino populations in California – agricultural labor, interracial labor organizing (including formation of United Farm Workers), categorization as “Malay,” exemption from Asiatic Barred Zone Act due to US occupation of the Philippines, anti-Filipino vigilante violence
5. Other Asian populations in California – nineteenth century through WWII
6. CA courts and race: People v. Hall
7. CA Alien Land Laws
  - 1913 Webb-Haney Act
  - Alien Land Law of 1920
  - CA Supreme Court: People v. Oyama (1946)

### 3. War, Militarism, and Orientalism

1. Cold War – US wars in Korea, Vietnam, secret war in Laos
2. War-related adoptions and “visa orphans”
3. “War on Terror” and surveillance of Arab, Muslim, and South Asian communities
4. Topics in Critical Refugee Studies

### 4. Social Justice Movements

1. Asian participation in agricultural workers’ movements and strikes
2. Asian American movement – 1960s, ‘70s (links with other anti-racist and Left movements)
3. Asian American participation in transnational anticolonial struggles
4. Asian American participation in the 1968 Third World Student Strikes
5. 21st century – organizing against Islamophobia, racial profiling, and anti-immigrant legislation

### 5. Relational Critiques

1. Model minority myth and anti-Black racism
2. Asian American settler colonialism (particularly in Hawaii)
3. Disaggregating API panethnicity: problematics of subsuming Pacific Islander histories under the “Asian” category (note: This is why CSM has a separate course in Critical Pacific Islander and Oceania Studies)

## Course Lab Content

## TBA Hours Content

### Frequently Recommended Preparation

#### Frequently Recommended

Eligibility for ENGL 100.

#### Writing

1. Use complex sentences as well as correct punctuation and mechanical conventions.
2. Demonstrate basic knowledge of essay requirements.

#### Reading

1. Read material at the 11th grade level applying literal and inferential comprehension skills.

2. Determine word meanings of vocabulary used in material at this level.

### Justification for Frequently Recommended Preparation

**Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target" course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)**

Students must be able to read and write at a university transfer level in order to productively engage with the required texts and complete the analytical essay assignments for this course.

### Other Recommended Preparation

*You have no defined requisites.*

### Prerequisites/Corequisites

*You have no defined requisites.*

### Content Review

*You have not defined content review.*

### Mode of Delivery

#### Modes of Delivery

Online  
Hybrid  
Lecture

### Representative Instructional Methods

#### Methods

Lecture  
Discussion  
Guest Speakers  
Other (Specify)

#### Other Methods

Film

### Representative Assignments

#### Writing Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

1. Short writing assignments (2-3 pages) based on the assigned readings (4-5/semester).
2. Essays (5-8 pages): Analytical papers in which students discuss themes from the assigned readings. Prompts are carefully constructed so that the essays can only be effectively completed if students have comprehended the readings (1-2/semester).
3. Creative projects with oral presentations specifically related to the assigned course readings (1-2/semester).

**Reading Assignments**

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Assigned text readings (30-100 pages/week).
- Scholarly Journal articles (10-20 pages/semester).
- Links on District-approved LMS (10-20 pages/semester).

**Other Outside Assignments**

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Conduct appropriate reasearch for essays and/or oral presentations.
- Conduct analysis of primary sources.
- Apply critical thinking and anlysis skills.

**To be Arranged Assignments**

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Not applicable.

**Representative Methods of Evaluation**

**This section defines the ways students will demonstrate that they have met the student learning outcomes.**

**Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor?s syllabus.**

**Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.**

**Multiple measures may include, but are not limited to, the following:**

**Methods**

- Class Participation
- Class Work
- Exams/Tests
- Group Projects
- Homework
- Oral Presentation
- Papers
- Projects
- Quizzes

- Written examination

### Representative Texts

Textbooks such as the following are appropriate:

**Formatting Style** | MLA

#### Textbooks

1. Kurashige, Lon. *Two Faces of Exclusion: The Untold History of Anti-Asian Racism in the United States*, ed. University of North Carolina Press, 2016
2. Ishizuka, Karen L. *Serve the People: Making Asian America in the Long Sixties*, ed. Verso, 2016
3. Bui, Long T. *Returns of War: South Vietnam and the Price of Refugee Memory*, ed. NYU Press, 2018
4. Sueyoshi, Amy. *Discriminating Sex: White Leisure and the Making of the "Oriental"*, ed. University of Illinois Press, 2018

#### Manuals

*You have no manuals defined.*

#### Periodicals

*You have no periodicals defined.*

#### Software

*You have no software defined.*

#### Other

1. Relevant contemporary articles from peer-reviewed journals such as Amerasia, American Quarterly, Journal of American Ethnic History, and Journal of Asian American Studies.

### Degree/Certificate Applicability

<b>Designation</b>	Degree Credit
<b>Proposed For</b>	AA/AS Degree
<b>Course Designation Text</b>	Are there degrees/certificates to which this course applies? Ethnic Studies AA

### General Education/Degree/Transfer Course

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By Jose Pena

#### CSU GE Area D: SOCIAL SCIENCES

DSI - Social Institutions Pending

#### CSU GE Area F: ETHNIC STUDIES

Ethnic Studies Pending

#### CSU Transfer Course

Transfers to CSU Approved

#### Cañada GE Area D: SOCIAL SCIENCES

Social Institutions: Pending

#### Cañada GE Area F: ETHNIC STUDIES

Ethnic Studies Pending

#### IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES

Social and Behavioral Sciences Pending**UC Transfer Course**Transfers to UC Pending**Course Distance Education**

<b>Distance Ed Supplement</b>	New distance education supplement
<b>Distance Education</b>	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have received training through STOT I , STOT II, @One and Cañada's QOLT (Quality Online Training) or equivalent.
<b>Method of Distance Education</b>	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
<b>Online Method Limitations</b>	
<b>Other Methods</b>	
<b>Course Content and Methodology</b>	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
<b>Instructional Methodologies (How will you deliver the course content?):</b>	Announcements/Bulletin Boards E-mail Electronic Forum One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links
<b>Representative Courseware/Textbooks Materials:</b>	No additional textbooks or materials apply
<b>Methods of Evaluation of Student Performance:</b>	a) Research Paper or Project b) Exam - essay and/or short answer questions c) Online quizzes and exams d) Weekly homework submitted electronically e) Regularly scheduled discussions of class material and current events f) Live Sessions/Conferences for exam review and reading review.
<b>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</b>	Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed with Accessibility Check options in Microsoft Office 7. Course is evaluated using the OEI Rubric (Online Education Initiative) 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)

**Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."**

**Announcements/Bulletin Boards** - New info posted at least weekly.

**Discussion Boards** - As appropriate, discussion boards are used for group interaction around readings and course themes.



Boards are monitored with responses within 48 hours.

**Email Communication** - Twice a week to class as a whole; individually as needed within 48 hours.

**Resource Links** - Resource links will be posted for each class session.

**Office hours** - Online office hours -- several per week, supported by conference applications, e.g. Zoom.

### Resources Needed

<b>Adequate Library Resources</b>	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify: Current resources are adequate. We will ask for updated materials from the library as needed.
<b>Affected Resources</b>	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.  None of the above

**Explain what effect the areas you have checked will have upon this college:**

### Comparable Transfer Course Information

<b>Are there comparable courses?</b>	Yes
<b>Edit/Del</b>	<b>College Info</b>
	CSU CSU San Francisco 2019-2020 Asian Americans and American Institutions and Ideals AAS 213 Like SFSU's AAS 213, this course examines the mutually-constitutive relationships between Asian American communities and US institutions.
	UC UC San Diego 2019-2020 Introduction to Asian American Studies ETHN 20 This course covers the themes addressed in UCSD's quarter-long introductory course in Asian American studies, utilizing many of the same authors and texts.

### Minimum Qualification

No Minimum Qualifications For this Course

### CB Codes

<b>CB03 TOP Code</b>	2203.00 - Ethnic Studies
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	A = Transferable to both UC and CSU
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.

<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

### Codes/Dates

#### Entry of Special Dates

<b>Instruction Office Review</b>	01/22/2021
<b>Last Outline Revision</b>	
<b>Content Review</b>	
<b>CC Approval</b>	01/22/2021
<b>DE Approval</b>	01/22/2021
<b>Effective Term</b>	Term: Fall Year: 2021

### Web Catalog

<b>Course Family</b>	
<b>Web Catalog</b>	<input type="checkbox"/> Exclude from Web Catalog

### Instructional Services

<b>Implementation Date</b>	
<b>Originator</b>	Lezlee Ware
<b>Origination Date</b>	12/03/2020
<b>Proposal Type</b>	Cañada New Course
<b>C-ID Numbers</b>	
<b>CB00 State ID</b>	
<b>CB03 TOP Code</b>	2203.00 - Ethnic Studies
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	A = Transferable to both UC and CSU
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.
<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB10 Course COOP Work Exp-ED</b>	N = Not part of Coop Work Exp
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB13-Special Class Status</b>	N - Not Special
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB22 Non Credit Course Category</b>	Y - Not Applicable

<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB24-Program Course Status</b>	1 = Program Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

**Web Catalog Metadata**