

Course Syllabus

ETHNIC STUDIES 2580.001

THE ASIAN AMERICAN EXPERIENCE

Fall 2015 3 Credit Hours
Class Meets T & TH 12:25-1:45 in SW 137



Instructor: David Sanbonmatsu

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The best way to contact me is through email rather than phone or Canvas.

Teaching Assistant: Lani Moon

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Required Materials

1. Fong, T. P. (2008). *The contemporary Asian American experience* (3rd Edition). New Jersey: Prentice-Hall. ISBN-13: 978-0-13-185061-3
2. Takaki, R. (1989). *Strangers from a different shore*. Little, Brown, and Company: Boston. ISBN: 0-316-83109-3
3. Articles available at the course website on Canvas.

Course Catalog Description

"Asian Pacific American experiences from historical, cultural, psychological, social, and political perspectives. Past and present experiences of Asian Pacific Americans, emphasizing similarities in experiences of different Asian Pacific American groups."

Course Objectives and Evaluation Methods

The purpose of this course is to examine the historical and current day experiences of Asian Americans. More broadly, the course attempts to provide an understanding of race relations – how status and identity in the United States are shaped by the dynamics of race. Upon successful completion of the course, you will understand:

- The approach taken in behavioral science to understand important social phenomena
- The historical, social, and economic forces shaping the status and experience of Asian Americans
- Asian American communities and the assimilation of Asian immigrants
- Factors shaping the identity of Asian Americans

- The limited visibility of Asian Americans in U.S. politics
- Factors contributing to economic and educational differences between racial groups in society
- The causes of prejudice and discrimination
- How race affects our perceptions and treatment of others
- How race relations can be improved

These learning outcomes will be assessed through the class assignments and exams.

Course Schedule

SECTION 1: THE EDUCATIONAL, ECONOMIC, AND SOCIAL STATUS OF ASIAN AMERICANS

WEEK 1 (8/25, 8/27): Course overview, Demographics, Terms, Stereotypes, prejudice, and discrimination, How do stereotypes and prejudice affect our perceptions of others?

Fong, T. P. (2008). Introduction & Chapters 2 & 5

Note: The articles listed are those pertaining to that week. You may have to read the articles ahead of the week they are scheduled to be discussed in order to answer the question sets.

WEEK 2 (9/1, 9/3): The education of Asian Americans, Why do Asian Americans do well in school? IQ testing, Why do some racial groups score better than others on IQ tests?

Fong, T. P. (2008). Chapter 3

WEEK 3 (9/8, 9/10): The economic status of Asian Americans, Why some racial groups are more successful than others, Asian Americans in the media

9/10 Film: "Slaying the Dragon"

Steinberg, S. (1989). The ethnic myth. Boston: Beacon Press. (Epilogue pp. 263-275 only)

Fong, T. P. (2008). Chapters 4 & 6

WEEK 4 (9/15, 9/17): Are the images of Asian Americans in the media positive? Exam review, **9/17 EXAM ONE**

SECTION 2: ASIAN AMERICAN HISTORY

WEEK 5 (9/22, 9/24): Early Chinese American immigrant experience, Causes of prejudice and stereotypes, Why did the early Chinese immigrants to the United States encounter extreme racism?

9/22 Film: "Chinese in the Frontier West: An American Story"

Takaki, R. (1989). Chapters 1-3

WEEK 6 (9/29, 10/1): Japanese American immigrants, Japanese American internment, Was the internment of Japanese Americans during World War Two justified?

10/1 Film: "Topaz" (D769.8 A6 T66 1987)

Takaki, R. (1989). Chapters 5, 10

WEEK 7 (10/6, 10/8): Early Philipino American Immigrants, New immigrants, Asian Indian Americans, Why are Asian Indian Americans so successful?

Takaki, R. (1989). Chapter 9

WEEK 8 (10/13 & 10/15): NO CLASS – FALL BREAK

WEEK 9 (10/20, 10/22): Recent Korean American immigrants, Immigrant entrepreneurship, Black-Asian entrepreneur conflict, Why have many Korean Americans become entrepreneurs? Southeast Asian refugee experience

Lee, J. (2000). Striving for the American dream: Struggle, success, and intergroup conflict among Korean immigrant entrepreneurs. In M. Zhou and J. V. Gatewood (Eds.), *Contemporary Asian American* (pp. 278-296). New York: New York University Press.

Takaki, R. (1989). Chapter 11

WEEK 10 (10/27, 10/29): Current trends, The future of Asian Americans, Exam review, **10/29 EXAM TWO**

SECTION 3: CONTEMPORARY ASIAN AMERICAN ISSUES

WEEK 11 (11/3, 11/5): Culture & cultural differences, Intergroup contact, Why are Asian Americans more conforming and obedient than other Americans? Models of minority integration, Assimilation or pluralism: which is better for America?

11/5 Film Segment: "America Becoming"

Tong, B. R. (1974). A living death defended as a legacy of a superior culture. *Amerasia Journal*, 2, 178-202.

Parillo, V. N. (1990). *Strangers to These Shores* (3rd Edition). New York: Macmillan. ("Theories of minority integration", pages 50-59).

Carmichael, S., & Hamilton, C. (1967). *Black Power*. New York: Random House. (Chapter 2: "Black Power: Its need and substance")

WEEK 12 (11/10, 11/12): Patterns of assimilation, Asian American families, Immigration is hard on families, Asian American mental health, Asian American communities

Fong, T. P. (2008). Chapter 7

WEEK 13 (11/17, 11/19): Chinatowns, Are America's urban Chinatowns ghettos?

11/17 Film: "Chinatown: Immigrants in America" (F128.9 C5 C45 1976)

Zhou, M. (2000). Social capital in Chinatown: The role of community-based organizations and families in the adaptation of the younger generation. In M. Zhou and J. V. Gatewood (Eds.), *Contemporary Asian American* (pp. 315-335). New York: New York University Press.

WEEK 14: 11/24 & 11/26 NO CLASS - THANKSGIVING BREAK

WEEK 15 (12/1, 12/3): Asian-American Identity, Patterns of Marriage and Dating, Why are Asian American women in greater demand than Asian American men?

Walsh, J. (1990, December 2). Asian women, Caucasian men. *San Francisco Chronicle* ("Image"), pp. 10-17.

WEEK 16 (12/8, 12/10): Asian American Politics, Why are Asian Americans invisible in U.S. politics? Improving race relations, Exam review, **12/10 EXAM THREE**

Fong, T. P. (2008). Chapter 9

Grading Policy

Evaluation Method	Points
3 Question sets	120 (40 each)
3 Exams	300 (100 each)
TOTAL	420

Lower limit for grades: A (93% = 391 points), A- (90% = 378 points), B+ (87% = 365 points), B (83% = 349 points), B- (80% = 336 points), C+ (77% = 323 points), C (73% = 307 points), C- (70% = 294 points), D+ (67% = 281 points), D (63% = 265 points), D- (60% = 252 points), E (<60%)

EXAMS are mixed format (short answer & multiple choice). Exam 3 is not cumulative.

QUESTION SETS: Three question sets will be assigned. Responses to the question sets must be typed and submitted at the beginning of class on the due date. Five points are deducted from assignments submitted after the start of class and an additional 5 points are deducted for each class day the assignments are submitted late. Your question set responses must be submitted as a hardcopy.

Consideration is also given to CLASS ATTENDANCE AND PARTICIPATION.

WITHDRAWAL from the class after 9/4 is not permitted unless a medical or other legitimate excuse is provided.

Course Website

The course website is on Canvas: <http://learn-uu.uen.org>. The syllabus, readings, question sets, exam outlines, and class slides are available under “Files”. Class slides will be posted the day before a lecture is presented. You will be able to check your scores on the website. Important deadlines and dates will be announced in class. The website will not be utilized for regular announcements or discussions.

Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. For Student Rights and Responsibilities, see <http://www.regulations.utah.edu/academics/6-400.html>

Department of Psychology Undergraduate Academic Misconduct Policy

The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. Definitions can be found in the Student Code at

<http://www.regulations.utah.edu/academics/6-400.html>

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). **If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program,** consistent with both University and Psychology Department Policy.

Minor offenses (plagiarism in written work) include failure to use citations correctly, because of lack of understanding of proper procedures for crediting ideas, rather than intention to cheat (with no evidence of lifted/stolen text. Major Offenses include:

1. Cheating on a test, quiz, problem set, or other independent work
2. Plagiarism in written work: Copying any quantity of text from another source or another student without quoting and citing the copied text.
3. Plagiarism in written work: Flagrant misuse of citations, such that a student clearly attempted to represent ideas that were not his/hers as if they were, even if the ideas were presented in the student's own words.

Both minor and major offenses will have consequences, as outlined in the full Psychology Department Policy.

Student Support & Accommodations

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Scheduling Accommodations

Consistent with Section Q of the University's Policy for Instruction and Evaluation, to be found at <http://regulations.utah.edu/academics/6-100.php>, I am willing to accommodate university activities as well as values-based obligations (including religious or other values-based activities) that conflict with course activities. Please send me an e-mail with the nature and date of your anticipated absence at least two weeks prior to the date. That will give us time to work out a way for you to make up any missed work.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu (801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see <http://counselingcenter.utah.edu>).

Veterans Center

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).

This syllabus is not a binding legal contract. With reasonable notice to students, the instructor may modify the syllabus and course schedule at any time, to accommodate the needs of the class. Should you have any questions or concerns, it is your responsibility to contact the instructor for clarification.