

## **ASAM 11: Asian Americans and Racism Fall 2024**

**Instructor:** Nina Moskowitz, MA  
**Email:** moskowitznina@fhda.edu  
**Office Hours:** F 12-2pm on Zoom, and by appt.

**Course Format:** Online, asynchronous  
**Time Per Week:** approx. 12 hours per week  
**Credit Hours:** 4 units (pass/no-pass avail.)

**Course Advisory:** Completion of EWRT 1A or ESL 5. This course calls upon college-level reading and writing skills. Please inform me if you have not completed such a course. You can still take the course, though be aware of the skill level.

**Expected Hours Per Week:** This is an asynchronous online course with no class meetings. It is UC/CSU-transferable and fulfills the CSU Area F Ethnic Studies general education requirement. For this 4-unit course, you should expect about 12 hours of work each week. This includes reviewing introductions and instructions for the week, reading text and viewing videos, thinking about what you've read and watched, drafting writing assignments, and responding to classmates.

### **Course Description**

- ❖ Do Asian Americans experience racism? What are the patterns of racialization faced by Asian Americans, and how have they shifted across time and in different places?
- ❖ Do Asian Americans experience systemic racial subordination in the same way as other racialized minority groups? How might even the racisms faced by different racialized groups be inter-linked?
- ❖ How are we to make sense of the racialized positioning of Asian Americans, particularly in the context of anti-Blackness and whiteness?
- ❖ What might be strategic responses to the complexity of racialization faced by Asian Americans?

### **Class Approach**

These central questions push us to think about racism in four specific contexts. First, we will consider its systemic nature within American society. Second, we will examine how racism shifts and changes depending on the time and place we are looking at. Third, we will analyze how racism experienced by Asian Americans is intertwined with the racialization of other groups and, in various ways, related to their racial subordination or privilege, even if they are not the same. Last, we will explore how racism creates opportunities for anti-racism.

We will investigate these contexts using the concepts of: Asian American, inequality, race, nation, Blackness, whiteness, as well as key themes such as: labor and global capitalism, Orientalism and imperialism, immigration and exclusion, gender and the state, citizenship and nation, comparative racialization, "good"/"bad" minorities and assimilationist thinking, and anti-racism.

The basic premise of the class is that racism—as a social phenomenon—changes in form and persists over time, informing its systemic nature. To break it down and eventually dismantle it, our thinking and our efforts have to be sophisticated to match the complexity of racial subordination's many manifestations.

The course is broken into three parts:

**Part 1:** theorizing racism: how do we formulate an explanation of race and racism?

**Part 2:** comparing racialization(s): how do we understand the relational nature of race and racialization?

**Part 3:** practicing anti-racism: how do we imagine tactics and strategies to challenge problematic racialization?

---



## Tutoring Resource

- ❖ Student Success Center: <https://www.deanza.edu/studentsuccess/> in building S43 on the 3rd floor of the Advanced Technology Center (ATC) – for virtual drop-in tutoring, faculty help, and peer collaboration
  - general subject tutoring: <https://www.deanza.edu/studentsuccess/gensub/>
  - academic skills workshops: <https://www.deanza.edu/studentsuccess/academicskills/>
  - Listening and Speaking Lab: <https://www.deanza.edu/studentsuccess/lsc/>
  - Writing & Reading Center: <https://www.deanza.edu/studentsuccess/wrc/>
  - Math, Science, and Technology Resource Center:  
<https://www.deanza.edu/studentsuccess/mstrc/>
- ❖ Counseling Center: <https://www.deanza.edu/counseling/> - for academic, career and personal counseling
- ❖ Free Online Tutoring: <https://www.deanza.edu/studentsuccess/onlinetutoring>

## Important College Dates (Find these dates and more at: <http://www.deanza.edu/calendar/index.html>)

*\*Make note of these dates. De Anza's Registrar Office makes no exceptions.\**

- ❖ First day of term: Sep. 23
- ❖ Last day to drop without a "W": Oct. 11
- ❖ Last day to drop with "W" (withdrew): Nov. 15
- ❖ Final exams week Dec. 9-13

**Pass/No Pass:** You can elect to take this class on a Pass/No Pass basis. Details and dates for this are posted on this page: <https://www.deanza.edu/apply-and-register/register/passnopath.html> If you are taking this class for the Certificate in Asian American Studies, you need to take the class for a grade to receive credit.

**Enrollment Policy:** Students are responsible for enrollment in the class. For Weeks 1-2, students must activate their Canvas account and participate in class activities and assignments. By the end of Week 2, students who are inactive on Canvas and have not submitted any assignments will be dropped.

**Withdrawing from Class:** If you choose to drop, you need to officially withdraw from the class by the Week 8 deadline set by the college to receive a "W," otherwise you may receive a grade even if you stop participating. The instructor is not responsible for withdrawing you from the class.

**Instructor-Initiated Drop:** If you are inactive for two consecutive weeks (i.e., do not submit any assignments) and do not communicate with the instructor, you may be dropped from the class. Advice: If you are having trouble with the class *due to any reason*, be sure to contact the instructor to stay in communication. I will do my best to provide you the support you need. We can figure out together your options.

**Policy on Communicating in Class:** For our online activities, here are important communication tips:

**1. Check Your Email:** Students are responsible for all material sent to their Canvas account and student email account. Students should regularly check both Canvas and email addresses registered with De Anza.

**2. Identify Yourself, Course, Assignment:** If you send an email, make sure you include your full name, the course you are in, and what assignment you are referring to, if any. This helps me reply to you.

**3. Check Your Name:** If you have ever changed your name since attending a school in this district, your Canvas user name and college email name might not match up. Use the name that shows up in Canvas to ensure proper posting of credit. Better yet, include both names on all work submitted.

**4. Use Canvas Email:** I will try to respond promptly as possible; during M-Th, I will usually respond within 24 hours. Generally, I will try my best to respond within 48 hours.

**Netiquette:** This term simply means “etiquette on the Internet.” Learning in an online context can test your communication skills, especially when there is little to no face-to-face interaction! You will be speaking through writing both to fellow students and the instructor, so it is imperative to communicate well and professionally. Mostly, when speaking in an online context or in any educational setting, the same rules apply for etiquette as in real-time. The golden rule of netiquette in an online class is: *do not do or say online what you would not do or say offline.*

To have a successful class, I ask that we follow certain **netiquette** rules:

1. **Be friendly, constructive, and self-reflective.** When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying “think before you speak” is important here. Think before you write. One word of advice is do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect on the situation. Lastly, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary, say it in a constructive tone. Reread what you have written to be sure its tone aims for mutual understanding.
2. **Use proper language and titles.** Do not use slang or profane words in an online education environment, even if they are words you consider “not so bad,” as they will sound offensive to the reader. Do not refer to your professor as “Doc,” “Hey,” or by her first name, unless it is acceptable with her to do so. Also, do not use caps lock when writing. It will insinuate yelling, and may stifle dialogue, which is what we strive for in class.
3. **Communicate clearly and mindfully.** This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, re-read before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, then another may have as well. Likewise, be mindful of chosen words and joking. Let's say, for example, I write, “Get out!” This slang term can be interpreted in several ways, either positively or negatively.
4. **Be professional and courteous.** Use characters like smiley faces and instant message abbreviations sparingly in discussion boards, and leave them out of formal assignment submissions. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say “please” and “thank you.”
5. **Ask for clarification.** If you are unsure of what was said or the instructor's instructions, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though, wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), “I did not understand...,” always keeping the onus for the misunderstanding on yourself.

---

## **Weekly Participation and Workload**

**This course entails substantial online activities; this part is not fully “self-paced” as everyone must work together through the course.** For our online activities to be productive, students are expected to have an active role in contributing to the learning of the entire class. In order for us to build meaning together and to learn from each other, we need to be involved in conversations with each other. For this

reason, it is expected that students will make at least **4 posts per week** for our class discussions (an Initial Perusal, Deeper Ponder, and two Replies to classmates).

**This is a college-level class; there is substantial reading and writing every week.** Thoughtful consideration of the ideas presented by the course material requires dedicated time for reflection and thinking critically about what ideas mean, their assumptions and implications, as well as connections between ideas. Hence, there is an advisory of EWRT 1A or ESL 5 for this course. You can still take this class if you haven't taken a college-level English class. **It is expected that you will spend about 12 hours for each week's learning activities**, such as reading introductions and instructions for the week, reading text and viewing videos, thinking about what you've read and watched, drafting your weekly posts, responding to classmates' posts, as well as researching for assignments.

**Here are some guidelines to keep in mind for weekly assignments:**

- ❖ **Give Yourself Time to Think:** Give yourself as much time as possible before deadlines to read/process/compare/think about your postings. I recommend you pace yourself during the week so that you have enough time to: post Initial Perusal → review week's introduction → go over readings and videos → write Deeper Ponder → post two Replies.
- ❖ **Post On-Time:** Posting your Deeper Ponder on-time is encouraged since it gives your classmates more time to engage with your work. Late posts will earn a minor deduction. Late Replies and Initial Perusal posts are not accepted by Canvas.
- ❖ **Post Substantive Replies:** You can post as many 'I agree' or 'great idea' short replies as you like, but these will not earn credit. A valid Reply post is one that responds meaningfully and respectfully to a classmate's post. This means sharing your thoughts in a sustained way about specific ideas in your classmate's post.

### **Policy on Academic Integrity Honor Code & Plagiarism**

Academic dishonesty will not be tolerated. Examples of such dishonesty include cheating\* on an exam, plagiarizing\*\* on writing assignments, or violating other codes of academic integrity. See section on Academic Integrity in your current schedule of classes catalog.

\* **Plagiarism** is the act of using someone else's ideas and/or words and claiming them as your own, intentionally or unintentionally. **Any time you use someone else's words or ideas in your own writing, you need to state the source of those words/ideas.** Turning in work that was not done by you and claiming it as your own is cheating as well as plagiarism. This includes non-published work and papers taken from internet sources, newspapers, magazines, books, and any printed material. **You must cite your sources. This includes usage of ChatGPT or other artificial intelligence tools.**

\*\* **AI (Artificial Intelligence) Tools:** It is important to remember that ChatGPT and other AI tools can be helpful for brainstorming initial ideas. However, they are not a replacement for your own critical thinking and original ideas. The ultimate goal of this course and any tool used to submit work is to enhance your own learning and understanding, not to undermine it. Use the following citation for ChatGPT or an AI tool: "The author generated this text in part with GPT-3, OpenAI's large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication."

It is the student's responsibility to cite sources and avoid sloppy research. **Do not use phrases and sentences that you did not create unless you place them in quotation marks and attribute them to their author.** If you are unsure of how to quote an author or document your sources, ask for help. **IMPORTANT: Having someone do your work and turning in those assignments in your name is also a violation of academic integrity at De Anza.** This applies to online classes especially.

With suspected violations, I will contact and confront the student. If the cheating is proven, the penalties can range from failing the assignment to failing the course, and even possible expulsion from De Anza if the incident is severe enough. I may also report repeated occasions of suspected cheating to the student judicial office. De Anza is a serious institution which is proud of its integrity and reputation, and such behavior is not tolerated.

---

### **Feedback on Assignments**

I will give feedback on assignments in several ways: via announcements to the class, a discussion response (either via an overall class response or individual responses), through rubric-based points, in the grade book in the instructor comment area, and/or embedded notes in electronically-submitted papers (essays may be submitted via a Turnitin plagiarism checker link on Canvas).

### **Inquiring About Grades**

Wait one week after an assignment is due before inquiring about grades. If you inquire about a grade, attach a copy of the assignment with your inquiry to expedite my reply to you. Email me with your full name, the course ID, and the assignment name.

### **Contacting the Instructor**

You should feel comfortable contacting me via email on Canvas. I will have scheduled office hours and may also meet you by appointment. Contact me to set an appointment.

### **Canvas Grade Book**

You will be able to check your grades on the Canvas course site. Grades are updated at a minimum every week. Please always include a copy of the assignment or discussion posting with grade inquiries. Final grade calculations are not released until the end of the quarter when all assignments have been submitted.

### **Unexpected Technical Problems**

Online classes use new and changing technologies and will always be somewhat experimental or unpredictable. As your instructor, I have tried to set up a convenient, easy-to-navigate infrastructure, but I do not have control over all of the technology we use. For example, you may experience problems with your email address or your Internet Service Provider, and I have no control over those. The Canvas server may be down or contain glitches that need to be worked out, and I do not manage it. What we will have to do is communicate with one another and be willing to adapt or try new things. I will try my best to assist when I can, so please let me know when you are having trouble using or understanding any of the technological components of the course.

### **Make Back Ups of All Your Work**

Save a copy of all of your work electronically in a place where you can easily retrieve it (ideally in more than one place) so that if something happens to your computer you will still be able to go to another computer to turn in your work on time. “My computer froze” or “my internet connection was down” are not acceptable excuses for late or missing work. This is a dynamic of an online course—always have a backup plan just as you would to get alternate transportation to class if your car broke down (or, for those of you who already teach, as you would plan for your own courses).

### **Make Arrangements with Instructor Ahead of Time**

If you will be traveling during the term, make sure you know where there will be internet access **BEFORE YOU GO** as I expect you to always be able to find a connection. I do not extend due dates (unless De Anza's server is down), UNLESS you have made special arrangements with me at least one week in advance. “I was out of town” reported to me after the due date is not an acceptable excuse for late work.

### **Submitting Attached Files**

For discussion boards, all work submitted as an attachment must be in accordance to the specified format for the assignment. Please confirm the required format for assignments that are to be submitted as attached files. Include your full name just as if you were going to print it and turn it in.

### **Use Appropriate Writing**

Writing for this course is to be done at an academic level; occasionally, more casual wording that is intentional for a specific effect is acceptable, but the default should be your best college-level prose. While it is easy to slip into “text message” style spelling and grammar, especially when responding to discussion postings and emails, please remember that all work is graded for appropriate use of language, spelling, and grammar.

---

### **Assignments (260 possible points)**

- ❖ **Weekly Initial Perusal [10 weeks x 2pts] = 20pts** - Usually due by **Thursday**  
The Initial Perusal is a place for you to write your thoughts as you broadly review all of the media for the week. Your response should note what sticks out or is interesting to you upon first viewing. You will then elaborate upon this response for your second weekly response (Deeper Ponder). (250-300 words)
- ❖ **Weekly Deeper Ponder [7 weeks (1, 2, 4, 6, 8-10) x 10pts] = 70pts** - Usually due by **Saturday**  
Pick one piece of the weekly media (video longer than 3 minutes or any of the readings) and probe further in your analysis of it: how did your thoughts change or deepen from your initial post? Where do you see your own story or that of your surroundings/family/friends woven into this text? (500 words max)
- ❖ **Weekly Replies to Peers [7 weeks (1, 2, 4, 6, 8-10) x 3pts] = 21pts** - Usually due by **Sunday**  
Reply to TWO (2) different classmates’ deeper responses. Late replies will not be accepted, so plan your time wisely. (50-100 words)
- ❖ **Week 1 Introductory Interactions [5pts post + 5pts replies = 10pts]**  
Post an introductory video of yourself, and reply to THREE (3) classmates.
- ❖ **Week 3: Cross-Curricular Connection #1: Video Reflection [14pts post + 2pt script = 16pts]**  
Connect two texts from different weeks (1-3). Discuss how the two texts are related, and what themes from class can be analyzed and applied to the chosen materials. Your recorded video response must be at least two minutes long. You must also submit a written script or notes you used to form your reflection.
- ❖ **Week 5: Cross-Curricular Connection #2: Short Essay Reflection [35pts]**  
Connect a minimum of THREE (3) texts from different weeks (1-5). You can use the two texts you already used from CCC1, but because you are incorporating a minimum of one more source, you must extend your reflection and analysis beyond your CCC1 submission. Discuss how the three texts are related, and what themes from class can be analyzed and applied to the chosen materials. Your essay response must be 2-3 pages.
- ❖ **Week 7: Cross-Curricular Connection #2: Video Reflection [14pts post + 2pt script = 16pts]**  
Connect two texts from different weeks (1-7). You cannot use any texts that you already used from CCC1 or your CCC2 essay. Discuss how the two texts are related, and what themes from class can be analyzed and applied to the chosen materials. Your recorded video response must be at least two minutes long. You must also submit a written script or notes you used to form your reflection.

❖ **Week 11: Final Project “Peer Review” [7pts post + 5pts replies = 12pts]**

Post your final project topic and the vehicle for it (art, infographic, recording, essay). Then, reply to THREE (3) classmates following the provided rubric.

❖ **Week 12: Final Project Submission [60pts]**

Your final project is a place for you to put everything you’ve learned to good use. Your options are endless, and I am giving you freedom to present your final project however you’d like: a research paper, a collection of poems, a short story (fiction or non-fiction), a painting, a drawn comic (book), a performance (live or recorded), an annotated playlist, pottery, etc. More details can be found on the assignment instructions linked on Canvas.

❖ **SPECIAL SCHEDULING NOTE**: Week 10: Perusal post due by **Wed 11/27**; Ponder post and Replies due by **Mon 12/2**

**Extra Credit Opportunities (9 possible points)**

❖ **Weeks 1-10: Zoom Office Hours [2pt]**

Make an appointment to meet briefly with the professor before the end of Week 10. This is a good time to introduce yourself and ask any questions you have about the course.

❖ **Week 10: Draft of Final Project [3 pts]**

Submit a working draft of your final project for early feedback from the professor.

❖ **Due by Week 12: Asian American Community Event [2pts]**

Attend an in-person or virtual community event that is relevant to Asian American Studies, and write a 500-700 word response on the experience.

❖ **Due by Week 12: Feedback on the course [2pts]**

You will have the opportunity to comment on the course and share your experience, to help make the course a better learning experience for future students.

**Grading Procedures**

Scale for Final Grade: Your final grade will be calculated on a percentage basis of total points possible:

100% - 96.5% = A+  
96.4% - 93.0% = A  
92.9% - 89.5% = A-  
89.4% - 86.5% = B+  
86.4% - 83.0% = B  
82.9% - 79.5% = B-

79.4% - 76.5% = C+  
76.4% - 70.0% = C  
69.9% - 66.5% = D+  
66.4% - 63.0% = D  
62.9% - 59.5% = D-  
below 59.5% = F



## Tentative Schedule

This syllabus is tentative and may be changed at a later date. Please see Canvas for the most up-to-date schedule. Prepare for all assignments by completing the readings **before** the assigned date. **Pay attention to page numbers and notes about where to start or end reading. You should read the entire chapter if there are no page numbers added.**

### **Week 1 / Sep. 23: Situating Ourselves in Asian American & Ethnic Studies**

- ❖ Chapter excerpt: "Proposal for a Bachelor of Arts Degree in Asian American Studies at the University of California, Santa Barbara [1993]," Sucheng Chan, from *In Defense of Asian American Studies*, University of Illinois Press, 2005: 53-56.
- ❖ Magazine article: "Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It Creates Inequality for All," Viet Thanh Nguyen, *Time*, June 25, 2020.
- ❖ Journal excerpt: "Message from the Editors," Timothy P. Fong, Jocelyn A. Pacleb, and Yvonne Kwan. eds. 2024. *AAPINexus Journal*. Vol. 21, No. 1-2.
- ❖ Videos on Canvas
  - [Why Ethnic Studies Matters](#) (Tedx Talks)
  - [A Look Inside the Creation of a New Asian American Studies Curriculum](#) (Education Week)
- ❖ Assignments:
  - Self-Introduction and Replies (4 posts in Canvas)
  - Initial Perusal (1 post on Canvas)
  - Deeper Ponder and Replies (3 posts in Canvas)

### **Week 2 / Sep. 30: Historical Patterns of Race and the Formalizing of Racial Inequality**

- ❖ Research report: "Measuring America: 10 Years and Counting," Measure of America, Social Science Research Council, 2018: 1-30.
- ❖ Research report: "Income Inequality in the U.S. Is Rising Most Rapidly Among Asians," Pew Research Center, July 12, 2018: 1-63. (Focus on pages 1-32. Pages 41-63 include tables and graphs to browse.)
- ❖ Journal article: "From the Chinese Exclusion Act to the COVID-19 Pandemic: A Historical Analysis of 'Otherness' Experienced by Asian Americans in the United States." Meghna Sabharwal, et al. *Public Integrity*, vol. 24, no. 6, 2022, pp. 535-42. (Stop before the section '2000s to present in the United States'.)
- ❖ Videos on Canvas
  - [The Immigrants of Angel Island | The History You Didn't Learn](#) (Time)
  - [Exclusion: The Shared Asian American Experience](#) (The 1990 Institute)
- ❖ Assignments:
  - Initial Perusal
  - Deeper Ponder and Replies

### **Week 3 / Oct. 7: Counter-Narratives: Histories of Asian Americans and Pacific Islanders**

- ❖ Book chapter: "Introduction," Gary Okihiro, *American History Unbound*, University of California Press, 2015: 1-20.
- ❖ Book chapter: "Asian American Studies and the 'Pacific Question,'" J. Kehaulani Kauanui, in *Asian American Studies After Critical Mass*, ed., Kent Ono, Blackwell Publishing, 2005: 123-43.
- ❖ Research report: Southeast Asian Americans at a Glance, Southeast Asia Resource Action Center (SEARAC), October 2011.
- ❖ Videos on Canvas
  - [Journey to Justice : A Conversation With Dr. Haunani-Kay Trask](#) (Hegemony Studies HI)

- [Making the Invisible, Visible: Southeast Asian American Experience in the US](#)  
(Smithsonian Asian Pacific American Center)

- ❖ Assignments:

- Initial Perusal
- Cross-Curricular Connection #1: Video Post

#### **Week 4 / Oct. 14: Racial Formation and Intersectionality**

- ❖ Book chapter: "Introduction," Daniel Martinez HoSang and Oneka LaBennett, *Racial Formation in the 21st Century*, University of California Press, 2012: 1-11.
- ❖ Book chapter: "Gendering Racial Formation," Priya Kandaswamy, in *Racial Formation in the 21st Century*, eds., Daniel Martinez HoSang, Oneka LaBennett, Laura Pulido, University of California Press, 2012: 23-43.
- ❖ Journal article: "Multiracial Identities and Monoracism: Examining the Influence of Oppression." Marc Johnston-Guerrero, et al. *Journal of College Student Development*, vol. 61 no. 1, 2020, p. 18-33.
- ❖ Videos on Canvas
  - [Being Asian in America](#) (Pew Research Center)
  - [Centering Multiplicity and Intersectionality of Asian American Identities](#) (San Diego State University)
- ❖ Assignments:
  - Initial Perusal
  - Deeper Ponder and Replies

#### **Week 5 / Oct. 21: Comparative Racialization: Racial Triangulation and Intersitiality for Asian Americans**

- ❖ Journal article: "The Racial Triangulation of Asian Americans," Claire Jean Kim, *Politics & Society*, Vol. 27, No. 1, March 1999: 105-138.
- ❖ Journal article: "Racial Intersitiality and the Anxieties of the "Partly Colored": Representations of Asians under Jim Crow," Leslie Bow, *Journal of Asian American Studies*, February 2007: 1-30.
- ❖ Journal article: "Avoiding the Anti-Black Trap: Toward a Robust Interpretation of the Racial Triangulation of Asian Americans" Janelle Wong, *Polity* 2024 56:2, 312-327.
- ❖ Video on Canvas
  - [Critical Race Theory: Racial Triangulation and Asian Americans](#) (you must watch 23:58-32:40, but if you want to watch the whole talk, you can, as it connects to many other weeks of the syllabus)
- ❖ Assignments:
  - Initial Perusal and Replies (*you will reply to the IP post this week, as there is no Deeper Ponder*)
  - Cross-Curricular Connection #2: Short Essay Reflection

#### **Week 6 / Oct. 28: Comparative Racialization: (Choose One) American Empire in the Philippines or 1992 Los Angeles Riots**

- ❖ Choose One:
  - Journal article: "The Racial Vectors of Empire," Baldoz, Rick. *Du Bois Review*, Cambridge Vol. 5, Iss. 1, (Spring 2008): 69-94 **OR**
  - Book chapter: "Chapter 26 - Wedge between Black and White: Korean Americans and Minority Race Relations in Twenty-First-Century America," Chinbo Chong and Jane Yunhee Junn, in *A Companion to Korean American Studies*, Brill, 2018: 656-671
- ❖ Videos on Canvas (you must watch a minimum of **TWO** videos)

- [How Americans LIED to the Philippines | History](#)
- [Why the Philippine Revolution Failed SUCCESSFULLY \(1896-1898\) | Philippine History](#)
- [The Day After the L.A. Riots \(1992 Life & Times Broadcast\) | KCET](#)
- [The 1992 LA Riots From a Korean American Point of View](#)
- ❖ Assignments:
  - Initial Perusal
  - Deeper Ponder and Replies

#### **Week 7 / Nov. 4: Current Events: Racialized Surveillance of Muslim Americans**

- ❖ Book chapter: "Introduction: Racialized Surveillance of Muslim Americans in the War on Terror," Saher Selod, *Forever Suspect: Racialized Surveillance of Muslim Americans in the War on Terror*, Rutgers University Press, 2018: 1-29.
- ❖ Book chapter: "Self-Discipline or Resistance?: Muslim American Men and Women's Responses to Their Hypersurveillance," Saher Selod, *Forever Suspect: Racialized Surveillance of Muslim Americans in the War on Terror*, Rutgers University Press, 2018: 99-124.
- ❖ Book chapter: "Shifting Racial Terrain for Muslim Americans: The Impact of Racialized Surveillance," Saher Selod, *Forever Suspect: Racialized Surveillance of Muslim Americans in the War on Terror*, Rutgers University Press, 2018: 125-133.
- ❖ Journal article: "Successful yet Precarious: South Asian Muslim Americans, Islamophobia, and the Model Minority Myth," Tahseen Shams, *Sociological Perspectives*, vol. 63, no. 4, 2020, pp. 653-69.
- ❖ **NO VIDEOS THIS WEEK**
- ❖ Assignments:
  - Initial Perusal
  - Cross-Curricular Connection #3: Video Post

#### **Week 8 / Nov. 11: Current Events: Positioning Asian Americans in Affirmative Action Debates**

- ❖ Journal article: "Are Asians the New Blacks?: Affirmative Action, Antiracism, and the 'Sociometry' of Race," Claire Jean Kim, *Du Bois Review*, 15:2 (2018) 217-244.
- ❖ Journal article: "The Mere Mention of Asians in Affirmative Action," Lee, Jennifer, and Van C. Tran, *Sociological Science*, 6, 2019: 551-579.
- ❖ Journal article: "Asian Americans, Affirmative Action & the Rise in Anti-Asian Hate," Jennifer Lee, *Daedalus*, 150:2, Spring 2021, 180-198.
- ❖ Videos on Canvas
  - [Asian American students weigh in on end of affirmative action in college admissions](#) (PBS News)
  - [Affirmative Action - Patriot Act with Hasan Minhaj](#) (Netflix)
- ❖ Assignments:
  - Initial Perusal
  - Deeper Ponder and Replies

#### **Week 9 / Nov. 18: Current Events: Asian Americans and the Black Lives Matter Movement**

- ❖ Magazine article: "'You're Asian, Right? Why Are You Even Here?': What I learned when I was attacked—and spared—because of my race at a Black Lives Matter protest," Aaron Mak, *Politico Magazine*, August 23, 2016.
- ❖ Journal article: "Comparative Racialization and Unequal Justice in the Era of Black Lives Matter: The Dylan Yang Case," Pao Lee Vue, Louisa Schein and Bee Vang, *Hmong Studies Journal*, 17 (2016): 1-21.

- ❖ Journal article: "Complicity and Resistance: Asian American Body Politics and Black Lives Matter," Wen Liu, *Journal of Asian American Studies*, Vol. 21, Iss. 3, (Oct 2018): 421-451.
- ❖ Videos on Canvas
  - [Asian Americans Have A Long History of Activism In The US](#) (AJ+)
  - [Asian Americans find common ground with Black Lives Matter](#) (CBS)
  - [How Asian Americans Can Help Fight Anti-Black Racism](#) (NowThis)
- ❖ Assignments:
  - Initial Perusal
  - Deeper Ponder and Replies

#### **Week 10 / Nov. 25: Current Events: Asian Americans in the Era of COVID-19**

- ❖ Journal article: "From the Chinese Exclusion Act to the COVID-19 Pandemic: A Historical Analysis of 'Otherness' Experienced by Asian Americans in the United States," Meghna Sabharwal, et al. *Public Integrity*, vol. 24, no. 6, 2022, pp. 542–49 (start with the section '2000s to present in the United States').
- ❖ Journal article: "An Outbreak of Xenophobia: Perceived discrimination and anxiety in Chinese American college students before and during the COVID-19 pandemic," Stephanie L. Haft, *International Journal of Psychology*, 66:4, 522–531.
- ❖ Journal article: "Asian Embodiment as Victim and Survivor: Surveillance, Racism, and Race during COVID," Jenny Korn, *Surveillance & Society*, 2021, 19:4, 494-500.
- ❖ Videos on Canvas
  - [An Asian American Healthcare Worker Talks Dealing With Racism While Treating COVID-19](#)
  - [Stop AAPI Hate: Presentation by Dr Russell Jeung](#)
- ❖ Assignments:
  - **(DEADLINE NOTES: Initial Perusal post due by Wed 11/27; Deeper Ponder post and Replies due by Mon 12/2)**
  - Initial Perusal
  - Deeper Ponder and Replies
  - EXTRA CREDIT: Due Sunday – Draft of Project
  - EXTRA CREDIT: Due Sunday – Complete Zoom Office Hour with Professor

#### **Week 11 / Dec. 2: Drafting Your Final Project**

- ❖ **NO READINGS OR VIDEOS**
- ❖ Assignments:
  - Final Project "Peer Review" Post
  - Final Project "Peer Review" Replies **(3 instead of the normal 2)**

#### **Week 12 / Dec. 9-13: Final Exams Week**

- ❖ Final Project – Due Monday, December 9, 2024 by 11:59 PM
- ❖ EXTRA CREDIT: Due Monday – Asian American Community Event Write-up