

Asian American Communities and Race Relations, ASAMST W20AC*

Four (4) semester credits

Course Description

This is a multidisciplinary course that utilizes and integrates the disciplines of sociology, political science and history to provide students with an understanding of contemporary Asian American community issues in the context of race relations. It will study the commonalities and differences between Asian Americans and other race and ethnic groups so that students will be able to develop an integrative analysis of race and ethnicity beyond common stereotypes. Introduced will be different social theories that explain the current status of Asian Americans and the interrelationship between the Asian American community, nation and world. The class will have the opportunity to analyze the conditions for solidarity and difference between various ethnic and racial groups. Important here will be the question of agency—what individuals and groups have historically done to build a multiracial democracy. Asian American efforts for social and human rights activism will be analyzed in relation to the Civil Rights, Black Power, Native American and Chicano movements for social justice. Subsequently, the course will look at the identity formations and solidarities across race and ethnic lines that met the needs of the time. These culture-making activities have been an integral part of developing and defining community. Students will be encouraged to become participant-observers in these endeavors. By the end of the semester class members will have the tools and grounding to become community analysts and problem solvers.

Prerequisites

There are no prior course requirements.

Course Objectives

After successfully completing this course, you will be able to

- Identify major events, persons and ideas that have shaped our understanding about the Asian American community

- Develop critical writing and thinking skills supported by socio-historical evidence
- Communicate and work effectively in group projects and presentations
- Apply sociological imagination to analyze and compare the relationships between the past and the contemporary

Instructor Information, Contact, Office Hours, & Communication

Course Instructor

- Harvey Dong, hdong@berkeley.edu

Graduate Student Instructor (GSI)

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSI will be your main point of contact. Your GSI is responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSI will also facilitate ongoing discussion and interaction with you on major topics in each module.

- Kristen Sun, ksun@berkeley.edu

Office Hours

The course instructor and GSI will offer virtual office hours via the Zoom Meeting Room in bCourses.

Harvey Dong:

Day: Wednesday

Hours (PDT): 9am-10am and by appointment

Kristen Sun:

Day: Thursday

Hours (PDT): 5-6pm and by appointment

The session will be for one hour. However, if no one shows up in the first 15 minutes, then that office hour will be cancelled.

Course Mail

Make sure to check the Course Mail for messages from the instructor. You can access course email within the Learning Management System by clicking on the Inbox link or choose to have your course mail forwarded to your personal email account or your cell phone.

Question & Answer Forum

Please use this forum to post questions about the course material, assignments, the learning management system or online homework. **The instructor/GSI will monitor this forum**, but you should also feel free to post answers to help other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Course Materials and Technical Requirements

Required Materials

The following three (3) required reading titles can be purchased at Eastwind Books of Berkeley, 2066 University Ave., Berkeley, CA or via the [Eastwind Books of Berkeley](#) website.

- Dhingra, Pawan and Magalit Rodriguez, Robyn. *Asian America: Sociological and Interdisciplinary Perspectives*. (Polity Press, 2014).
 - ISBN: 9780745647043.
- Asian Community Center Archive Group. *Stand Up: An Archive Collection of the Bay Area Asian-American Movement*. (Eastwind Books of Berkeley, 2011).
 - ISBN: 9780615279039.
- Zhou, Min and Ocampo C., Anthony. *Contemporary Asian America: A Multidisciplinary Reader*, 3rd ed. (NYU Press, 2016).
 - ISBN: 9781479826223.

The following three (3) required articles will be provided online in bCourses.

- Kim Jean, Claire. (1999). The Racial Triangulation of Asian Americans. *Politics and Society* (27:105). Retrieved from <https://www.scribd.com/doc/217604787/KIM-CLaire-Jean-Racial-Triangulation-of-Asian-Americans>
- Jung, Soya. (2012). Left or Right of the Colorline: Asian Americans and the Racial Justice Movement.
- Pew Research Center. (April 4, 2013). The Rise of Asian Americans.

Recommended Materials

- Additional readings may be assigned and/or recommended. All materials will be online or on reading reserve at Ethnic Studies Library, 30 Stephens Hall, UC Berkeley.

You are free to purchase your textbooks from any vendor. Please be sure to thoroughly review the return policies before making a purchasing decision as UC Berkeley does not reimburse students for course materials in the event of a textbook change or an unexpected cancellation or rescheduled course section.

Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet these [computer specifications to participate within this online platform](#).

Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support.

Extensions and late submissions will not be accepted due to "technical difficulties."

Learning Activities

VERY IMPORTANT

You won't be able to access your course material until you read and make your pledge to Academic Integrity. Click the button below to navigate to and complete the Academic Integrity pledge.

[ACADEMIC INTEGRITY PLEDGE](#)

You are expected to fully participate in all the course activities described here.

1. Read the assigned textbook pages
2. Watch and listen to the lecture presentations
3. Read web-based announcements and postings assign during the course
4. Compose and post assigned responses to lectures and readings
5. Complete the midterm exam and final exam
6. Complete writing assignments

Reading Assignments

Each week page includes a list of the reading assignments from the required text books and in some cases provided articles relevant to the topic covered.

Multimedia Lectures

Recorded lectures support your readings and assignments but also contain additional material that may be included in the exams and are relevant to your assignments. Each lecture has been broken into topic-focused segments. You are expected to take notes while viewing the lectures as you would in a regular classroom.

Lecture Quizzes

Each week includes a Week Quiz that is largely based on the lecture viewing for the week, but may also include questions from the assigned readings. You will have 20 minutes to complete the quiz and are allowed two (2) attempts. Your highest score of the two attempts will be kept for your grade.

The quizzes should be completed by 11:59 pm (PDT) Saturday of the assigned week.

If you have a Letter of Accommodation at UC Berkeley, confirm with your GSI that it has been received and accommodations have been made. When you start a quiz or exam, check the timer when you open it to confirm you have the correct time accommodation. This applies to all quizzes and exams in the course.

Discussion Forums

Each week contains a discussion in which we ask you to write reflectively and critically about the provided discussion topics. Your posts and responses are considered your class participation and represent a unique opportunity for you to exchange views, share experiences and resources, and ensure your understanding of the course material.

You will post your discussion responses to your pre-assigned Discussion group. When you navigate to a discussion forum, you will automatically be taken to your group's instance of that discussion and to your group's space within the course. When finished with the discussion, you will need to navigate from your group space back to the main course space in order to continue participating in other aspects of the course.

While the Discussion assignments are asynchronous (not real time), you will be expected to make an initial posting and respond to one other student by 11:59 pm Saturday of the assigned week. Continued participation throughout the week is highly encouraged. See the instructions within each discussion forum for further guidelines.

Questions and Answers Forum

Please use this forum to post questions about the course or topics being studied. The questions will be answered in the forum by the course instructor or GSI. This way, all students benefit from seeing the

answers. This is the preferred place to ask and get answers to questions that are likely to be of general interest.

Field Trips

There are two (2) Field Trip assignments. For these assignments, you will attend an event relevant to the course content and write a 2-page reflection. In your reflection, include what the event was about, audience make-up and response, and relation to course content. Also include a photo or flyer from the event with your reflection.

You must complete both Field Trips before the Midterm Exam, though you can complete and submit them any time before the due date.

You can use the following Bay Area resources to find an appropriate event. For students outside of the Bay Area, contact the instructor and GSI to find alternatives.

- [Center for Asian American Media](#)
- [Chinese Historical Society of America](#)
- [Eastwind Books of Berkeley](#)
- [Manilatown Heritage Foundation](#)
- [Oakland Chinatown](#)
- [San Francisco Chinatown](#)
- [San Francisco Japantown: Japanese Chamber of Commerce of Northern California](#)

Community Comparison Sketch

Visit a local Asian American community and analyze what defines it as a community (i.e. location, history, institutions, culture, language, and peoples). Compare your visited community with the community you grew up in and reflect upon how the two communities are similar and/or different in their make-up in a post to your Group Project discussion forum on bCourses. This Community Comparison Sketch is the foundation of your Group Project (explained further below). Your Community Comparison Sketch may then be incorporated into your Group Project.

You are welcome to choose any community you think would be interesting to you and relevant to the course. Previously visited communities in the Bay Area include: San Francisco Little Saigon, Oakland Koreatown, Oakland and San Francisco Chinatown, Pacific

East Mall in El Cerrito. For students outside of the Bay Area, contact the instructor and GSI to find alternatives.

Group Project

In groups of 6-8, you will create a shared Whiteboard presentation via the Whiteboard tool in bCourses connecting the communities visited in the Community Comparison Sketch to the course materials. You will work on the project in your randomly assigned groups, found on bCourses as your Group Project group. Then share your Whiteboard presentation with the entire class by publishing it to the Asset Library. Instructions for how to complete these requirements are in bCourses. You will need to publish your Whiteboard by the beginning of Week 6.

The Whiteboard presentation should include:

- An introduction to the community each student visited as part of the Community Comparison Sketch
- A wiki entry on [historypin](#) for relevant communities
- Connections to major themes of the class using excerpts from the course readings
- Connections to relevant current events
- Discussion questions and summary

Midterm Exam

You will complete a midterm exam in Week 4. The exam covers the content in Weeks 1 to 4 and is comprised of two parts.

Midterm Part A - Essay includes two (2) essay questions, which you will be given at the start of Week 4. By Friday of Week 4, you will need to upload your responses in bCourses.

Midterm Part B – Multiple Choice IDs includes multiple choice questions and you will have 90 minutes to complete. You will have access to the exam from 12am to 11:59pm on the Friday of Week 4. The exam has a time limit, and you must take it within the prescribed 24-hour window.

While the exam is considered an open-book examination, it cannot be taken collaboratively with other students. The learning management system keeps detailed records of logins and submissions. Please review the ethics guideline for online courses provided at the beginning of this class and the UC Berkeley code of conduct.

Research Paper

There are two options for the research paper. Both options require you to submit a 2-page topic proposal before submitting your final paper.

Option A

Write an 8-10-page, double-spaced, issue-based investigative paper on a specific social problem that affects the Asian American community. The paper should include a minimum of five (5) foot-noted book sources outside of the course reading, interviews, and other research materials. You should also incorporate class materials (readings and lectures). All of the research material must be included in a bibliography.

Option B

Conduct a community work project in an off-campus setting, documented in a work log, and write a 6-page reflection. Choose to work with an organization that works directly with an Asian American community for a minimum of four (4) sessions. Keep a work log of each session that includes a minimum 1-page summary of what you did during the session and your interaction with community members. You will submit the work log as an appendix to your reflection. In the reflection, evaluate your work with the organization and more generally the organization's work in the community, connecting your experience to the course topics and materials. Though you do not need to include any outside research for this option, you should cite, footnote, and include a bibliography of relevant class materials (lectures and readings).

You can contact the following Bay Area organizations for Option B. For students outside of the Bay Area interested in doing Option B, contact the instructor and GSI to find alternatives.

- [Chinese Historical Society of America](#)
- [Chinese Progressive Association](#)
- Eastwind Books Multicultural Services (email eastwindmulticultural@gmail.com)
- Filipino Community Center (contact Terry Valen terrencevalen@yahoo.com)
- [Hardboiled](#)
- [Korean Community Center of the East Bay](#) (contact artchoi@kcceb.org)

- [Manilatown Heritage Foundation](#)
- [Oakland Asian Culture Center](#)
- [Oakland Asian Educational Services](#)
- [Reach! Asian/Pacific Islander Recruitment and Retention Center](#)
- [Pilipinx Academic Student Services \(PASS\)](#)
- [Southeast Asian Student Coalition \(SASC\)](#)

Final Exam

Your Final Exam has two parts: A take home exam and a 3-hour, closed-book exam. There will be no make-up exams. You must take the Final Exam in person on campus or arrange to have the exam proctored if you cannot come to campus. Review the [Proctor Info](#) on the left navigation menu. Off-site proctor applications must be submitted prior to July 12th, 2019.

This year's Final Exam will be held on **August 15, 2019** from **2 pm to 5 pm** on campus. You must also print out the provided scantron form in bCourses and bring it to the in-person meeting. If you miss taking the Final Exam or try to take it in a manner for which you have not received permission, you will fail this class automatically.

Reminder: Your Course End Date

Your course will end on August 16, 2019. As you work through the course, please keep the end date in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

Grading and Course Policies

Your final course grade will be calculated as follows:

Table 1: Final Grade Percentages

Category	Percentage of Grade
Final Exam	25%
Research Paper	25%

Category	Percentage of Grade
Midterm	20%
Week Quizzes	10%
Discussion Forums	5%
Field Trips	5%
Community Comparison Sketch	5%
Group Project	5%

You must pass the Final Exam to pass the course.

It is important to note that not all components are graded online and included in the online course grade book. Because of this, the online course grade book will not display your overall course grade at any given time or your final grade. It should simply be used to assess your performance on the components that are included within it: the discussions, written assignments and midterm exam. Your final letter grade will be mailed to you by the registrar's office.

Late Work Policy

Any assignment submitted late will have a half-point deduction for each day late unless an exception has already been granted by the instructor.

Course Policies

Promptness

Homework assignments and discussion forum postings all have specific final due dates and times. You will not receive full credit if assignments are submitted after the indicated due date.

Further, each online activity must be submitted through the course website by the due date. Fax or mail submission will not be accepted. Students who wait until the final hours prior to a submission deadline risk having problems with their ISP, hardware, software, or various other site access difficulties. Therefore, it is advisable to submit assignments and tests through the course website early. Students should plan accordingly and get into the habit of checking the course website several times each week, and submitting and posting early.

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the online exam are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Cheating

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. The expectation is that you will be honest in the taking of exams.

Plagiarism

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, explore the resources linked below:

[UC Berkeley Library Citation Page, Plagiarism Section](#)

Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Students with Disabilities

If you are requiring course accommodations due to a physical, emotional, or learning disability contact the [UC Berkeley's Disabled Students' Program \(DSP\)](#).

Notify the instructor and GSI through course mail and inform them which accommodations you would like to use.

UC Berkeley is committed to providing robust educational experiences for all learners. With this goal in mind, we have activated the ALLY tool for this course. You will now be able to download content in a format that best fits your learning preference. PDF, HTML, EPUB and MP3 are now available for most content items. For more information visit the alternative formats link or watch the video entitled, "[Ally First Steps Guide](#)".

End of Course Evaluation

Before your course end date, please take a few minutes to participate in the Course Evaluation to share your opinions about this course. You will be receiving the Course Evaluation via email. The evaluation does not request any personal information, and your responses will remain strictly confidential. A link to the evaluation will be made available via bCourses on August 2, 2019 and will be available until August 14, 2019. You will also be emailed a link to the course evaluation.

To access the course evaluation via bCourses:

1. Enter the course in bCourses
2. Choose Course Evaluation from the left-hand navigation menu
3. Complete evaluation and submit.

Course Schedule

Week 1

Introduction and Critical Perspectives

What type of understanding do we want to achieve about community?

How does ideology affect perspectives on race and Asian Americans?

What is the significance of these paradigms: Asian American Panethnicity. Internal Colonialism. Racial Formation. Class. Diaspora & Transnational?

Reading

- *Asian America*, chapter 1: Introduction and chapter 2: Race, Ethnicity, Gender, and Sexuality
- *Contemporary Asian America*, Introduction and chapter 25
- **PDF:** Remarks of Dr. Paul Takagi. Presented at a community panel on Asian American Identity. 1969.
- **PDF:** "Fu Manchu Lives! Asian Pacific Americans as Permanent Aliens in American Culture." Robert Lee. 159-187. *Transforming Race Relations: The State of Asian Pacific America*. (Paul Ong, editor) LEAP: 2000. Vol. IV.
- **PDF:** "Colonized and Immigrant Minorities" Robert Blauner. 149-160. *From Different Shores: 1972*. (Ron Takaki, ed).
- **PDF:** "Settlers of Color and 'Immigrant' Hegemony: 'Locals' in Hawai'i." Haunani-Kay Trask. *Amerasia Journal*. N26:2 (2002): 1-24.

- **PDF:** "The Structure of Dual Domination: Toward a Paradigm for the Study of the Chinese Diaspora in the U.S." Ling-chi Wang. *Amerasia Journal*. v21, n1&2: 1995. 149-69.

Assignments

- Week 1 Discussion
- Week 1 Quiz

Week 2

The Asian American Movement

What was the international and local context for the arrival of the Asian American movement? What issues brought Asian Americans and other people's of color together? How would you compare the problems during the late 1960s with building multiracial and multiethnic solidarity today? What role did the Asian American movement play in social justice issues in the community? How successful were the movements in challenging the existing social and institutional structures?

Reading

- *Asian America*, chapter 11: Social Movement and Politics
- *Stand Up*, chapters 1-6, 8, 11-Conclusion
- *Contemporary Asian America*, chapter 2

Assignments

- Week 2 Discussion
- Week 2 Quiz

Week 3

New Asian Migration

What historical changes led to the new Asian migration and how was it significantly different from previous periods? How has new Asian immigration been received in comparison with Latino immigration? How do these events relate to Asian immigration: 1965 Immigration Act, civil rights movement, global restructuring, Vietnam War, the rise of ethnoburbs? What is the significance of race and class in neighborhood formations? What was the background context to Vietnam War and refugee migration? How is refugee settlement

different from populations entering as immigrants? How do these events relate to refugee flows and migration: 1st, 2nd & 3rd IndoChina Wars; internal & external migration, compassion fatigue, youth deportations. What are some of the issues and tensions that refugee communities face? What is the role of community organization and resistance?

Reading

- *Asian America*, Chapter 3: Arrival and History
- *Contemporary Asian America*, chapters 3-6.
- **Online:** Pew Research Center, The Rise of Asian Americans

Assignments

- Community Comparison Sketch
- Week 3 Discussion
- Week 3 Quiz

Week 4

Model Minority Myth and Race Relations

Is the model minority myth a complement or an attack on Asian Americans? What are its historical roots and key areas where the myth has shaped race relations in the Civil Rights backlash? How does mainstream promotion of the model minority myth position Asian Americans in the racial order with African Americans and other peoples of color?

Reading

- *Contemporary Asian America*, chapters 7 and 21-23
- **Online:** *Left or Right of the Colorline* (pp. 12-33)

Assignments

- Midterm Parts A and B
- Field Trip 1
- Week 4 Discussion
- Week 4 Quiz

Week 5

Economy, Work and Racism in Popular Culture with Comparisons

What economic issues do Asian Americans face today that go beyond glass ceilings? Professionals, working class, poverty and sweatshops. What are similarities and differences in the working lives of Asian and Latino domestic workers? What ramifications does racism in popular culture have on Asian Americans and the public's perception of Asian Americans? Have racial typecasting of Asian Americans in film and other popular medium disappeared or have they continued in other ways? What have been avenues for Asian Americans and others to resist racism in popular culture? Compare similar issues with other race and ethnic groups.

Reading

- *Asian America*, chapter 4: Class and Work Lives
- *Contemporary Asian America*, chapters 8-10
- **PDF:** "Gangsters, Gooks, and Geishas." Helen Zia

Assignments

- Week 5 Discussion
- Week 5 Quiz
- Note: Research Paper Topic Proposals are due at the beginning of Week 6

Week 6

Confronting Adversity

What have been the different categories of hate crimes affecting Asian Americans? What has been the reason for neglect in naming anti-Asian violence as hate crimes? What have been the different categories of hate crimes affecting Asian Americans? What has been the reason for neglect in naming anti-Asian violence as hate crimes?

Reading

- *Asian America*, chapter 10: Inter-Minority Relations
- *Contemporary Asian America*, chapters 18-20
- **PDF:** "Teaching Who Killed Vincent Ching." Jean Wu
- **PDF:** "Lost and Found in LA." Helen Zia.
- **PDF:** "Competing Visions: Political Formation of Korean Americans in LA, 1992-1997." Edward Park

Assignments

- Research Paper Topic Proposal

- Group Project
- Week 6 Discussion
- Week 6 Quiz

Week 7

Asian Americans as Perpetual Foreigners

What is the correlation between international crisis, war and racism? How are ideas of citizenship and social belonging defined during these times of crisis? How does this take the form of Mongolophobia and Islamophobia? How have Asian Americans been affected by and how have they dealt with the perpetual foreigner stereotype in American politics? Are they integrated today into mainstream politics or are they still marginalized during elections and scapegoated during times of international crisis? How has this experience been shared with Muslims and South Asians in the post-9/11 contemporary period?

Reading

- *Asian America*, chapter 7: Citizenship
- *Contemporary Asian America*, chapters 13-15 and 26
- **Online:** "The Racial Triangulation of Asian Americans" from Politics and Society

Assignments

- Week 7 Discussion
- Week 7 Quiz
- Note: Research Papers are due at the beginning of Week 8

Week 8

Current Status in Building a Multiracial Democracy

What is the current status for Asian Americans today with regards to race relations and the building of a multiracial democracy? What are some key issues of internalized oppression that remain to be addressed within the Asian American community including homophobia and domestic violence? In times of social unrest, political crisis and natural disaster, how have Asian Americans been positioned in society? How have Asian Americans resisted negative portrayals and treatment, redefining their role in the building of a multiracial democracy?

What did we learn this semester? Were we able to meet our expectations? What is the future direction for Asian American community and its role in a broader movement to create a multiracial democracy?

Reading

- *Asian America*, chapter 6: Family and Personal Relations
- *Contemporary Asian America*, chapters 11 and 12

Assignments

- Research Paper
- Field Trip 2
- Week 8 Discussion
- Week 8 Quiz

Final Exam

- Final Exam Part A (take home exam) will become available for download on bCourses **August 12, 2019 and is due by 11:59pm Friday, August 16, 2019**
- Final Exam Part B will be held **August 15, 2019 2-5pm**, Berkeley location TBA.
- Others need to make proctor arrangements. See Proctor Info in bCourses.

*subject to change