GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

ETHNIC STUDIES 160 –U.S. HISTORY: ASIAN AMERICAN AND PACIFIC ISLAND AMERICAN PERSPECTIVES I

 Curriculum Committee Approval: 11/30/2021

 GCCCD Governing Board Approval: 12/14/2021

1. Course Number Course Title Semester Units

ETHN 160 U.S. History: Asian American and 3

 Pacific Island American Perspectives I

 Semester Hours

1. hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours
2. Course Prerequisites

 None

Corequisite

None

Recommended Preparation

 None

1. Catalog Description

This course is a cultural and historical analysis of the Asian American and Pacific Island experience from pre-colonial/pre-migration communities of Asia and the Pacific Islands, through immigration and contact with American colonial societies, and through the formation of the U.S. and imperial expansion of the mid- 1800s. This class explores the social, political, economic, and cultural factors encountered by populations loosely grouped as Asian and Pacific Islanders. Emphasis is placed, but is not limited to, Japanese, Filipino, Korean, Chinese, Asian Indian, Pacific Islander, and Southern Asian experiences. Such experiences include immigration, diaspora, return, identity, ethnicity and ethnocentrism, race, racism, and race relations, community development, traditional values, identity formation in the context of Euro-centric U.S. cultures, sexuality and gender, U.S. policies, and issues of resistance, colonization, decolonization, and anti-colonialism. An analysis of the Asian American and Pacific Island American perspective on cultural roots, immigration, accommodation and resistance, and settlement patterns, labor, legal, political, and social history within the context of the U.S. Constitution and the political philosophy of its framers.

1. Course Objectives

The student will:

* 1. Analyze pre-colonial/pre-diaspora cultures of Asia and the Pacific Islands, and immigration through the lens of Ethnic Studies and History specifically focused on the lived experiences of ethnic, racial, gender, and sexuality identity.
	2. Analyze issues of diasporic processes, migration, mobility, conceptualizations of home, transmissions of cultural norms and production, as well as political mobilization

c. Analyze the critical events and historical contributions made by Asians and Pacific islanders in the United States through the analysis of the intellectual tradition, critical events, lived experiences, and social struggles of Asian American and Pacific Island Americans.

d. Assess and place into cultural and historical context, major conflicts and social and political movements related to anti-colonialism, decolonization, accommodation and resistance, and self- determination of Asians and Pacific Islanders in the United States.

1. Analyze the origins of the Constitution and the social and political philosophy of its framers and reconcile it with the Asian American and Pacific Island Americans experiences of imperialism, white supremacy, ethnocentrism, and inequity in the US
2. Evaluate the significance of the early federal-state relationship and California statehood especially as it

affected the lived experiences and limited the inclusion and achievement of equity in Asian Americans and Pacific Island American communities.

1. Examine the history of the United States from the perspective of Asian Americans and Pacific Island Americans.
2. Analyze major constitutional issues and significant Supreme Court decisions especially as it relates to Asian Americans and Pacific Island Americans.
3. Compare and contrast the different experiences of Asian Americans and Pacific Island Americas and identify the major issues and events that explain each group’s experiences.
4. Evaluate the impact of American racial ideas on the historical experiences of Asian Americans and Pacific Island Americans with special attention to racism and ethnocentrism.
5. Analyze major historical events in order to develop a cross cultural perspective on United States history.
6. Construct a set of theoretical perspectives by which to understand the Asian and Pacific Island immigrant experience.
7. Examine other major ethnic and social groups in a comparative context.
8. Analyze sex and gender identity formation in Asian American and Pacific Island American communities with careful attention to the intersection of sex, gender, race and racism, ethnicity and ethnocentrism, to support the formation of equity and an anti-racist, anti-colonial, non-imperialist wester dominated society.
9. Instructional Facilities

 Standard classroom.

1. Special Materials Required of Student
2. None
3. Course Content
	1. Roots of Asian American and Pacific Island American studies with stress on theories, texts, traditions, and the material culture produced by Asian Americans and Pacific Islanders
	2. Diaspora, immigration, migration, colonialism, and de-colonial movements.
	3. Political ideology and social context of the American Revolution and subsequent development of the

 U.S. Constitution in order to evaluate the status of Asian Americans and Pacific Island Americans. in the United States and the definition and meaning of citizenship.

* 1. Decolonization, anti-colonial movements, and responses to US imperialism in the West and Pacific.
	2. Issues of race, and racism, ethnicity and ethnocentrism, in Asian American and Pacific Island American communities
	3. Agency, self-determination, resistance to accommodation to Eurocentric, Western, White norms.
	4. Origins and significance of the state of California including key political and constitutional developments that shaped the Asian American and Pacific Island Americans experience.
	5. Social, economic, political and cultural experiences of Chinese Americans, Japanese Americans,

 Filipino Americans, Indian Americans, Pacific Island Americans, and other groups to 1850

* 1. Origins and historical development of racial ideology from the early colonial period to 1850s.
	2. Historical connection between immigration policy and American foreign policy.
	3. Efforts of Asian Americans and Pacific Island Americans to resist oppression and struggle for equal rights.
	4. Gender, sexuality, and Asia American and Pacific Island Americans experiences
	5. Class and the Asian American and Pacific Island Americans experiences
	6. Model Minority Myth
	7. Production of culture by and about Asian-Americans and Pacific Island Americans.
	8. Multi-racial Asian American and Pacific Island Americans experiences
	9. Intra-Asia and Pacific Island American relations
	10. Asian Americans and Pacific Island Americans religious beliefs and practices
	11. Asia (all regions), the Pacific Islands, and Asian/Pacific Island Americans
1. Method of Instruction
	1. Standard lecture.
	2. Group discussion.
	3. Guest lecturers.
	4. Field trips. Virtual and in person.
	5. Multi-media presentations.
2. Methods of Evaluating Student Performance
	1. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.
	2. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.
	3. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.
	4. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.
	5. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing racism, ethnocentrism, bias and presentism.
	6. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.
	7. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.
3. Outside Class Assignments
	1. Prepare for an in-class essay of minimum 600 words about immigration patterns and subsequent Immigration Laws by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.
	2. Prepare a research assignment outside of class, comparing and contrasting the ways in which Asian religions and philosophies have developed and been received in the U.S. utilizing evidence from lecture, discussions, readings and any supplemental materials.
	3. Conduct focused independent research and write a 6-8 page paper (minimum 600 words**)** on Asia American or Pacific Island American history topic of the student’s individual choice. The paper must demonstrate how their subjects relate to larger questions or events in that Asian American or Pacific Island community specifically and in the wider context of U.S. history.
	4. Prepare for group discussions about the development the industrial revolution, the gold rush, and railroads with specific attention to Asian American contributions with each group focusing on different perspectives and experiences, such as industry, the role of women, education, literature, etc., utilizing evidence from course materials and independent research.
	5. Analyze, in writing or via a group discussion, a primary source document on the experiences of Filipino Americans utilizing course materials and independent research. Students will demonstrate how their document relates to larger questions or events in the experiences of Indian-American immigrants.
	6. Library and internet research with multiple sources and websites.
	7. Take-home exams.

1. Representative Texts
2. Representative Texts
3. Manu, Karuka. *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad.* Oakland: University of California Press, 2019.
4. Kurashige, Lon, and Alice Yang Murray, editors. *Major Problems in Asian American History:*
5. Documents and Essays. Boston, MA: Houghton Mifflin, 2002.
6. Fong, Timothy P. *The Contemporary Asian American Experience: Beyond the Model.*

 Englewood Cliffs, NJ: Prentice Hall, 2001.

1. Takaki, Ronald T. *Strangers from a Different Shore: A History of Asian Americans.* Boston, MA: Little Brown & Company, 1998.
2. Kitano, Harry H.L. *Race Relations.* 5TH edition. Englewood Cliffs, NJ: Prentice Hall, 1998.
3. Hall, Lisa Kahaleole. 2015. “Which of These Things Is Not Like the Other: Hawaiians and Other Pacific Islanders Are Not Asian Americans,” and “All Pacific Islanders Are Not Hawaiian.” *American Quarterly*. 67(3): 727-47.
4. Williams, Duncan Ryuken. *American Sutra*.
5. Supplementary texts and workbooks:

Daniels, Roger and Spencer C. Olin. *Racism in California.* New York, NY: The Macmillian Co., 1972.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Demonstrate the ability to analyze the cultural roots and impetus of Asian and Pacific Islander American immigration.
2. Analyze and articulate settlement and labor patterns, legal issues, and political movements, within the history of Asian Americans and Pacific Islander Americans within the context of the US Constitution and the political philosophy of its framers from 18th-mid nineteenth centuries.
3. analyze and articulate concepts of ethnic studies and history, including but not limited to race and racism, ethnicity, gender, sexuality, and areas of intersection, as they relate to the Asian American and Pacific Island communities.
4. demonstratean understanding and place into cultural and historical context, major conflicts, social and political resistance and self-determination movements and the aspirations of Asians Americans and Pacific Islander Americans in the United States