Did you know that the first wave of Chinese immigrants came to the United States in 1849, which was as early as Irish immigrants who fled the famine? Did you know that Chinese encountered the first legal immigration exclusion because of their race? Did you know that Japanese Americans were interned in WWII? How did Chinese and Japanese transfer their inferior racial status to become “model minorities” in the mid-20th century?

This interdisciplinary course will provide students with an understanding of the major issues affecting Asian/Pacific Islander Americans. We will engage in a thoughtful analysis of the processes of immigration, resettlement, racialization, and ethnicization. We will focus on the dynamic transformations—economic, political, social, and cultural aspects—of Asian/Pacific Islander American communities and pay particular attention to such categories of analysis as race, ethnicity, class, gender, and sexuality. Through close reading of a variety of texts (e.g., biography, films, scholarly works), we will work toward developing an approach which will enable us to analyze critically the process involved in shaping and reshaping Asian/Pacific Islander American History.

This course is one of four Foundations courses that you will take in the area of Humanities and Fine Arts. Upon completing of this area of Foundations, you will be able to: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

Learning Goals for Skills Acquisition:
1. To learn how to interrogate primary and secondary sources within their historical contexts.
2. To cultivate an ability to argue, both in writing and speaking, in a style used by professional historians, using appropriate evidence and critical thinking.
3. To understand that history is an evidence-based interpretation of past human events, not a mere listing of names and dates.

Learning Goals for Content Acquisition:
1. To understand major debates in Asian/Pacific Islander American history.
2. To understand historical relationships, including cause-and-effect that affects continuity and change.
3. To recognize diverse cultures and groups among Asian/Pacific Islander Americans.

Course Requirements:
I. Discussion and Participation (15%):
   a. Attendance: Students are required to attend all classes, except in cases of illness and emergency. (Please stay home if you are sick.) I will pass around a sign-in sheet at the beginning of each class. Please do not ask me at the end of class if you can sign it.
b. **Discussion and Participation:** Discussion and participation is crucial to this course. Readings must be completed before you come to class. Please be sure to bring assigned readings with you. Your active participation is a central component of the course, so you should come prepared to discuss the readings scheduled for that week. I will call on you at random to answer questions in class. This means that you need to be prepared at all times. This grade will be based on the quality and quantity of discussion. Students are expected to be attentive and courteous. This means actively participating in and not distracting from the class by texting, surfing the internet, conversing with neighbors, and reading non-course-related materials. Cell phones and beepers should be in a silent mode.

**II. Discussion Leading (15%)**
You will sign up to one discussion leading in the first week of class. You are responsible for leading the class in discussing the assigned readings for 30 minutes. In order to do a good job, you will need to
*Read the assigned readings carefully.
*Presentation: on the sign-up date, you will begin with a 5-10 minute presentation of the assigned readings, which should include the major argument of the reading.
*Think of at least two questions for each document/article. There should be at least ten questions totally. The questions should be interesting, thoughtful, analytical and (preferably) controversial questions that will generate discussions. The questions you prepared should cover major themes in the assigned reading.
*Think of a method or two that will enable you to be effective in leading discussions for 15-20 minutes. There are numerous ways to lead a discussion such as debates, small group discussions, and role playing, etc. You are encouraged to be creative in this area. However, I strongly discourage you to use any formats that only solicit factual information.
*You need to e-mail me a list of discussion questions and method at least one week before the assigned meeting. A delay or failure to email me your questions and method will result in a grade reduction. A delay in each day will cost you a third of the grade (e.g. A will be A-).
This grade will be based on the quality of the questions and the effectiveness of involving your peers in the discussion.
*I reserve the right to move people into a different date if there are no signed up for a particular section, or if a number of students drop and the list has to be “rebalanced.”

**III. 5-Page Analytical Paper (30%)**
The paper requires you to give a thoughtful analysis on a reading, *America Is in the Heart*. The professor will post more detail information on the Blackboard. **The due date is April 10th.**

**IV. Two Exams (40%: 20% each)**
They include both short questions and long essay questions. The exams will cover materials from course readings, discussions, films, and student presentations. The best way to prepare for the exams is to keep up with readings, take careful notes in class and on readings, and actively engage in class discussions.

**V. Plagiarism:** Plagiarism is a serious offense, which may be punished by expulsion from SDSU, failure in this course, and/or zero credit for a specific assignment. Academic integrity is expected of every student. See the *SDSU General Catalogue* for more information.

**VI. All students must regularly access their SDSU email accounts and this course’s Blackboard web site for announcements. Always feel free to come to my office hours for any course-related questions. I strongly encourage you to come and see me outside of class.**

**VII. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473.**
To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

VIII. The professor reserves the right to modify the syllabus during the semester.

Readings:

Weekly Readings and Assignments

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