

ETHS M20: INTRODUCTION TO ASIAN AMERICAN AND PACIFIC ISLANDER STUDIES

Originator

pcolman

College

Moorpark College

Discipline (CB01A)

ETHS - Ethnic Studies

Course Number (CB01B)

M20

Course Title (CB02)

Introduction to Asian American and Pacific Islander Studies

Banner/Short Title

AAPI Studies

Credit Type

Credit

Honors

No

Start Term

Fall 2024

Catalog Course Description

Provides an interdisciplinary survey of Asian American and Pacific Islander culture and heritage with an emphasis on the contemporary experience in the United States. Analyzes the economic, political, social, artistic and intellectual elements of the AAPI community. Explores concepts such as racialization, the intersection of class and gender, immigration, activism and resistance.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Visits to museums, exhibits, lectures, cultural events, and other community activities related to the AAPI cultural experience maybe required.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | analyze core concepts of Asian American and Pacific Islander Studies such as race, racialization, immigration, discrimination and white supremacy. |
| 2 | interpret how resistance, social justice, and civil rights as experienced by the Asian American and Pacific Islander community are connected to current societal issues. |
| 3 | describe events critical in Asian American and Pacific Islander history, culture and intellectual traditions, with an emphasis on liberation, self-determination and agency. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, discrimination, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism using an Asian American and Pacific Islander Studies theoretical framework. |
| 2 | apply theory and knowledge produced by Asian Americans and Pacific Islanders to describe the critical events, cultures, intellectual traditions, contributions, lived-experiences and social struggles of the community with a particular emphasis on agency and group-affirmation. |

- | | |
|---|---|
| 3 | analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in the Asian American and Pacific Islander community. |
| 4 | explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation as experienced and enacted by Asian Americans and Pacific Islanders are relevant to current and structural issues such as communal, national, international and transnational politics, for example, in immigration, reparations, settler- colonialism, multiculturalism, and language policies. |
| 5 | identify methods of active engagement with anti-racist issues and the practices and movements within the Asian American and Pacific Islander community to build an equitable society. |
| 6 | examine Asian American and Pacific Islander artistic expression such as art, music, film and literature and evaluate its impact in the United States. |

Course Content

Lecture/Course Content

1. (10%) Introduction to the Concept of Asian American and Pacific Islander Studies

1. Third World Liberation, student strikes and ethnic studies
2. Social construction of race, theoretical approaches
3. Asian American Movement

2. (25%) Immigration, Exclusion and Discrimination

- a. Chinese Americans in the 19th century American West
- b. Japanese Americans and World War II
- c. American colonization in the Asia-Pacific
- d. The Korean War and aftermath
- e. Hawaiian plantations and American annexation
- f. Pacific Islanders and American militarism
- g. South East Asian wars and refugees
- h. South Asians and life after 9/11

3. (25%) Asian American and Pacific Islander Identity

1. Gender and sexuality
2. Class divisions
3. Mixed race and adoptee identities
4. Segregation, exploitation and racism
5. Intersectionality (race/gender/sexuality/class)
6. Education and labor
7. Acculturation and assimilation
8. Family, community, and intergenerational dynamics
9. National Origin, transnational identities and postcolonial theories

4. (15%) Resistance, Empowerment and Citizenship

- a. Constitutional challenges
- b. Immigration laws
- c. Labor unions and political organizations
- d. Student protest and civil rights

5. (15%) Asian American and Pacific Islander Cultural Production

- a. Religious traditions and holidays
- b. Food
- c. Artistic expression (art, literature, TV and film, music)
- d. Social media
- e. Athletes and sports

(10%) Contemporary Community Issues

1. The "Model Minority"
2. Pop culture images
3. Affirmative Action
4. Covid and Asian hate

5. Intergenerational issues
6. Asian American and Pacific Islander activism

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral analysis/critiques
 Oral presentations
 Performances
 Portfolios
 Quizzes
 Reports/papers
 Research papers
 Written analyses
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Demonstrations
 Distance Education
 Field experience/internship
 Field trips
 Group discussions
 Guest speakers
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

- Instructor will lecture and use PowerPoint and videos to enhance the visual learning process. Students will be put into groups and asked to read sources and answer questions collectively. Students will conduct research projects, gathering information from the library pertaining to Asian American and Pacific Islander studies and present their research projects to the class.
- Guest speakers: Local members of the Asian American and Pacific Islander community will speak to the class about their personal and professional experiences and challenges growing up and/or working in Ventura County.

Representative Course Assignments

Writing Assignments

- Write a research paper that focuses on a current issue within the local Asian American and Pacific Islander community in Ventura County.
- Evaluate audio, visual, or print sources and write a review of how Asian and Pacific Islander actors are portrayed in the media.
- Write a take-home essay that highlights one of the main contributions Asian Americans and Pacific Islanders have made to the United States.

Critical Thinking Assignments

- Compare and contrast the treatment of Asian Americans and Pacific Islanders during specific periods in American history such as the California Gold Rush or World War II.
- Participate in small group debates on a topic such as opposing viewpoints on immigration policy in the United States.
- Utilize Ethnic Studies Methodology to interpret Asian American and Pacific Islander culture and their own lived experiences.

Reading Assignments

- Reading course texts, supplemental readings, and handouts.
- Reading and annotating articles from scholarly journals such as *The Journal of Asian American Studies* published by the Association of Asian American Studies.

Outside Assignments**Representative Outside Assignments**

- Conduct an oral history, attend a lecture or performance.
- Visit a museum such as the Japanese American National Museum in Los Angeles and write a critical analysis.
- Utilize the Library resources to research and write a paper on an assigned topic in Asian American and Pacific Islander Studies.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSUN	AAS 100	Introduction to Asian American Studies	3
UCR	ETST 05	Introduction to Asian American Studies in Comparative Perspective	4
CSULA	AAAS 2100	Asian Americans: Culture, History and Community	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
City College of San Francisco	ASAM 1	Introduction to Asian American Studies	3
Orange Coast College	ETHS A115	Introduction to Asian American and Pacific Islander Studies	3
Fresno City College	ASAMER 15	Introduction to Asian-Americans	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Proposed

Date Proposed:

3/16/2023

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Proposed

Date Proposed:

3/15/2023

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F 2024

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Proposed

Date Proposed:

3/16/2023

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****F Ethnic Studies**

Proposed

Date Proposed:

12/15/2023

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**UC TCA****UC TCA**

Proposed

Date Proposed:

6/15/2023

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Proposed

Date Proposed:

3/16/2023

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Lee, Erika. *The Making of Asian America: A History*. Reprint ed., Simon & Schuster, 2016.

Resource Type

Textbook

Classic Textbook

Yes

Description

Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.

Resource Type

Textbook

Description

Hune, Shirley, and Gail M. Nomura, eds. *Asian/Pacific Islander American Women: A Historical Anthology*. New York University Press, 2003.

Library Resources

Assignments requiring library resources

Utilize the Library's print and online resources for research.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize the Library's print and online resources to research and write a paper on an assigned topic concerning a social, political, economic, cultural or biographical subject in Asian American and Pacific Islander Studies. Topics might include AAPI authors or Sa-I-Gu and the Los Angeles riots. Materials should include primary and secondary sources. Also research using Library monographs on various topics covered in the course. Internet availability in the Library's open access lab.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)

Hybrid (51%–99% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the gradebook.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the gradebook.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the gradebook.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ETHNIC STUDIES

Review and Approval Dates**Department Chair**

03/07/2023

Dean

03/07/2023

Technical Review

03/16/2023

Curriculum Committee

03/21/2023

DTRW-I

04/13/2023

Curriculum Committee

MM/DD/YYYY

Board

05/09/2023

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY

