
FALL 2002

**ASIAN-AMERICAN STUDIES W3220 ASIAN AMERICAN YOUTH CULTURES
COLUMBIA UNIVERSITY**

Professor Khyati Y. Joshi

Office Hours: Wednesday 2-4pm (Sign up for appointment)

Office: 420 Hamilton Email:kyj2001@columbia.edu Phone: 212-854-2058

Time: MW 4:10pm-5:25pm

Location: Hamilton 602

COURSE DESCRIPTION

The post-1965 wave of immigration – the largest in U.S. history – has brought an infusion of color that is changing our views of race and ethnicity and challenges America's racial taxonomy. This course will address issues of ethnic identity development, religion, gender and sexuality, language, Americanization and the socio-political climate as they affect second-generation Asian Americans.

Second-generation Asian Americans often experience a “bicultural gap,” on a variety of levels, between the home and “school/work” culture. Conversations among members of the second generation about being American are often shaped by issues such as race, religion, language, and gender – inextricable and sometimes interchangeable identifiers that mark one as “American” or “not American.” Racism and discrimination are a part of immigrants’ and second-generation students’ lives. The Asian American experience will be used to examine the role of cultural heritage in how one views oneself, one’s ethnic group(s), and the dominant culture. The class will focus on second-generation Asian Americans whose families arrived in the United States after 1965 as immigrants and refugees.

Lectures, readings, videos, guest lectures, and interactive activities in class on Asian American history, sociology, education, psychology, anthropology, and political science comprise the content of this course.

TEXTS

Course Reader

Espiritu, Y. L. (1992). *Asian American panethnicity: Bridging institutions and identities*.

Philadelphia: Temple University Press.

Shah, S. (Ed.). (1997). *Dragon ladies: Asian American feminists breathe fire*. Boston: South End Press.

* indicates readings uploaded to courseworks website

COURSE EXPECTATIONS

Although a lecture course, this course relies on the input and perspectives of each member of the class; therefore it is important and expected that everyone participate in large- and small-group discussions. I recognize that everyone has different comfort levels with large groups, and different learning styles/needs. Because of this, I will utilize a variety of forums to create class discussion and participation. In addition to participation, this class also relies on risk-taking and strong, active listening skills. One of the most valuable aspects of the class is the information we share with each other, and unless we take the risk to share it – and, in turn, make the effort to really listen – your experience in this class may fall short of its potential.

COURSE REQUIREMENTS

PARTICIPATION (10 %)

Students are expected to attend all class sessions. Should an emergency arise (illness, accident, etc.) that prevents you from attending a session, it is your (student's) responsibility to contact the professor.

WEEKLY ASSIGNMENTS (HOMEWORK & IN-CLASS) (20 %)

Different types of assignments will be given each week to help you synthesize readings with your own experiences. These assignments are graded check, check+, check -.

SELF-REFLECTIVE SHORT ESSAY (15%) DUE: SEPTEMBER 18, 2002

Using the critical incident inventory handout, compose a 4-6 page self-reflective essay. For more information, see the handout and courseworks website.

RELIGION INTERVIEW RESPONSE PAPER (15%) DUE: OCTOBER 14, 2002

Using an interview protocol (posted at courseworks website), each student will interview an Asian American who is of a different religious background. (Students who do not currently have a religious affiliation will use their family's religion as a starting point.) Upon conclusion of the interview, students will write a 4-6 page essay discussing the following points:

- 1) point of similarity and difference between your "religious experience" and that of your interviewee;
- 2) things that struck you about the interview; and
- 3) appropriate reflections on related class readings.

POLITICIZATION PAPER (15%) DUE: NOVEMBER 27, 2002

What does "activism" or "politicization" mean to you in terms of the Asian American community? What *should* it mean for Asian Americans? Formulate your opinion, incorporate appropriate readings and class discussion, and compose a 4-6 page paper.

FINAL PAPER (25%) DUE: DECEMBER 9, 2002 (LAST DAY OF CLASS)

8 - 10 pages. Topic must be approved by Instructor. You may choose a topic covered in the course, a previously-assigned paper topic that you would like to delve into further, or another course-appropriate topic. This paper is to be a critical analysis on the topic. This means you *may* use sentences such as “I believe, I think, I did not like, I question,” etc. The crucial thing to keep in mind is to substantiate your stance on the topic. For example, if you disagreed with a guest speaker one of the class lectures, tell me why – and back it up with resources. Papers must be written with APA format. It is also acceptable to cite class lectures. Class session should appear in text citations, but needn't be included in the Bibliography; use the following format for citing course sessions: (AAYC, Date). If you are using material from a guest speaker, quote the speaker.

A note about writing papers:

You will be graded on content – your understanding of the class materials, your research materials and the development of your critical thinking skills. I expect full pages, double spaced, font size 11 or 12 in Times New Roman or Palatino. Page margins should be no more or less than 1 inch on all sides. Your research paper must have proper documentation in the APA format (in-line citations and a bibliography). For a description of the APA format, see <http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>

CONSIDERATIONS IN GRADING

The following are some aspects of learning that strike me as important. They will affect the grade I give you. These factors are listed in roughly descending order of importance. If you think any criteria should be added or deleted in your case, please speak to me.

- 1) How much I believe you learned in this class.
- 2) Objective quality of your written work. I am interested less in how many facts you can recall than in how well you think, how you put together concepts, and how you express them in both oral and written formats.
- 3) Your oral contributions in class.
- 4) How hard you worked.
- 5) Your involvement in the class as a community – how much you helped other class members.

I reserve the right to adjust the percentages in individual cases so that each student's final grade will best reflect my judgment of how much she or he has learned in this course.

Introduction/ Conceptual Framework

9.4 Wed

Historical and Social Contexts

9.9 Mon

Okhiro, When and Where I enter

Espiritu, Chapters 1 and 2

Handy dandy quick overview, http://www.askasia.org/teachers/Instructional_Resources/Materials/Timelines/T_asianamerican_1.htm

9.11 Wed

Asian America and 9/11 – All readings on courseworks web site.

Growing Up: Family, Society & Schools

DUE: Self-Reflective Short Essay

9.16 Mon

Coming of age: The current situation of Asian American children

Bankston, C.L. Education and ethnicity in an urban Vietnamese village: The role of ethnic community involvement in academic achievement

U.S. News and World Report 1966, Success story of one minority group in the U.S.

9.18 Wed

Ogbu, J., Variability in minority school performance: A problem in search of an explanation

Lee, S. Behind the model minority stereotype: Voices of high- and low-achieving Asian American students.

Bempechat, J. & Omori, M. C., Meeting the educational needs of Southeast Asian children. <http://eric-web.tc.columbia.edu/digests/dig68.html>

Ascher, C., Southeast Asian adolescents: Identity and adjustment
<http://ericae.net/edo/ED306329.HTM>

Ethnic and Racial Identity Development

Films: Mixed Feelings, First Person Plural

9.23 Mon

Jackson, B., & Hardiman, R. (1997). Conceptual Foundations for Social Justice Courses.

Gans, H. J., Second-generation decline: Scenarios for the economic and ethnic futures of the post-1965 American immigrants

9.25 Wed

Thai, "Splitting things in half is so white"

Kibria N., College and notions of "Asian American"

Kibria N., Not Asian, Black or White? Reflections on South Asian American Racial Identity

9.30 Mon

Continuation from previous class session

Thai, "Splitting things in half is so white"

Kibria N., College and notions of "Asian American"

Kibria N., Not Asian, Black or White? Reflections on South Asian American Racial Identity

10.2 Wed

Spickard, P., What must I be: Asian Americans and the Question of Multiethnic Identity.

Root, M., Multiracial Asians: Models of ethnic identity
Racialization, Recognition, and Rights*

Deities, Spirituality and Identity

10.7 Mon

Min, Chapter 1

Peerdina, Erasing God

10.9 Wed

Ahmed, F., Islamic revival: More and more South Asian Americans are finding their identities by not losing their religion

Yang, F., ABC and XYZ: Religious, ethnic and racial identities of the new second generation Chinese in Christian churches

Busto, R., The Gospel According to the Model Minority

10.14 Mon

Singh, J., Would a Christian church be so contested?: The racialization of the construction of a Sikh sacred site*

New York Times article on lawsuit against McDonalds*

Chong, K., What It Means to Be Christian

Gender & Sexuality

DUE: Religion Response Paper

10.16 Wed

Dragon Ladies, 'Contents' and 'Strategies and Visions' sections

10.21 Mon

Dragon Ladies, An Agenda for Change Section & Awakening to Power

10.23 Wed

Blumenfeld, W., How Homophobia hurts everyone

Fung, R., Looking for my Penis: The Eroticized Asian in Gay Video Porn

Politics of Ethnic Authenticity and Identification

Film: Miss India Georgia

10.28 Mon

Radhakrishnan, R., Is the Ethnic 'Authentic' in the Diaspora?

Hutnyk, J., Hybridity saves?: Authenticity and/or critique of appropriation

Saeed, A., Blain, N., & Forbes, D. (1999), New ethnic and national questions in Scotland: Post-British identities among Glasgow Pakistani teenagers.

10.30 Wed

Mukherjee, B. American dreamer.

Tagudin, C., My experience with assimilation/immigration in America.

Northern, O., What is she Anyway?*

Affirmative Action

11.4 Mon NO CLASS – University Holiday / Diwali

11.6 Wed

Der, H., Affirmative action policy: Asian Pacific Islanders and the "Glass Ceiling," - new era of Civil Rights activism?.

Lawrence & Matsuda, Affirmative Action, class and interethnic Conflict.

Takagi, Asian American and Racial Politics*

Taking a Place on the Nation's Racial Map

11.11 Mon

Prashad, V., Genteel racism

Singh, A., African Americans and the New Immigrants

11.13 Wed

Kim, E., Home is where the Han is

Activism / Politicization

11.18 Mon

Ransford, M., Two Hierarchies

Sinha, S. T., From Campus to Community Politics in Asian America

Omatsu, The "Four Prison" and the Movement of Liberation

11.20 Wed

Espiritu Chapters 3 and 4

Lien, Pei Te, Transforming Patterns of Contemporary Asian American
Community Politics

11.25 Mon NO CLASS

DUE: Politicization paper

11.27 Wed NO CLASS before Thanksgiving

Anti-Asian Violence & Hate Crimes

12.2 Mon

The Interrelationship between Anti-Asian Violence and Asian America
Espiritu, Chapter 6

12.4 Wed

Transferred Intent: The pervasiveness of Hate Crimes
Am I beautiful Now?

12.9 Mon Last Day of Class

Course Wrap-Up and Evaluations

DUE: Final paper