

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ETHN 104    **TITLE:** Asian Pacific Islanders in United States History and Culture  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Grade Option (Letter Grade or Pass/No Pass)

2. **COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E1b. Ethnic Studies

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

**CSU GE:**

CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

CSU GE Area F: ETHNIC STUDIES: Ethnic Studies

**IGETC:**

IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**

**Catalog Description:**

A study of the historical and cultural presence of Asian Pacific Islanders in the United States, with special emphasis on their experiences and contribution to California's and Hawaii's social, political and economic institutions. Students will explore the indigenous cultural heritage and experiences of immigration to the United States of Pacific Islanders from Samoa, Tonga, Tahiti, Micronesia, Melanesia, Palau, New Zealand, Cook Islands, Marquesans, and the U.S. Territory of Guam.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Describe the diversity of the Pacific Islander community in the United States.
2. Compare and contrast events, forces, and movements which have played a role in the unique circumstances of each group's United States experience in order to recognize and raise an awareness of the important historical economic, social, and political, and indigenous cultural factors.
3. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Asian Pacific American studies and ethnic studies.
4. Apply theory and knowledge produced by Asian Pacific Islander communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
5. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Asian Pacific Islander communities.
6. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Pacific Islanders, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
7. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian Pacific Islander communities and a just and equitable society.
8. Discuss the history of the term "Asian Pacific Islander," evaluate the utility of API panethnicity for producing political solidarity, and critique the elisions produced through the institutional use of API panethnicity as a rubric for evaluating racialization and inequity.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Describe the diversity of the Pacific Islander community in the United States.

2. Compare and contrast events, forces, and movements which have played a role in the unique circumstances of each group's United States experience in order to recognize and raise an awareness of the important historical economic, social, and political, and indigenous cultural factors.
3. Discuss the history of the term "Asian Pacific Islander," evaluate the utility of API panethnicity for producing political solidarity, and critique the elisions produced through the institutional use of API panethnicity as a rubric for evaluating racialization and inequity.
4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Asian Pacific American studies and ethnic studies.
5. Apply theory and knowledge produced by Asian Pacific American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Asian Pacific American communities.
7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Pacific Islander Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian Pacific American communities for a just and equitable society.

## 6. COURSE CONTENT:

### Lecture Content:

1. Introduction of course objectives, research strategies, and importance of films, novels, speakers, and student participation will play in this course
2. Who are the people that make up the Hawaiian population?
  - A. History and culture of early Polynesians in Hawaii
  - B. Immigration patterns
  - C. Ethnic groups and their economic and social adaptation to Hawaii
3. Hawaii immediately prior to annexation
4. Annexation of Hawaii and the displacement of the Hawaiian monarchy.
5. Hawaiian Statehood
6. Native Hawaiian Land
  - A. Native Hawaiian Land Trusts
  - B. Development through agriculture/plantations
  - C. Water rights
  - D. Flora/fauna
  - E. Tourism
  - F. Geothermal development
7. Psychological social, and economic conditions of Hawaiians
  - A. Social adjustment
  - B. Maintaining and changing cultural traditions
8. Samoa
  - A. Demographics and lifestyle prior to annexation to the U.S.
  - B. American Samoa
  - C. Samoans in the United States
9. Conditions and cultures in the Pacific Islands
10. Sovereignty Movements in the Pacific Islands, "push and pull" reasons for the U.S. Immigration
11. Other Pacific Islanders in the U.S., cultural, psychological, social, and economic transitions
  - A. Immigrants from Tonga
  - B. Immigrants from Tahiti
  - C. Immigrants from Micronesia
  - D. Immigrants from Melanesia
  - E. Immigrants from Palau
  - F. Immigrants from U.S. territory of Guam
  - G. Immigrants from New Zealand, Cook Islands, and Marquesans

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Field Trips
- D. Guest Speakers

#### 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

Students complete brief research reports on Asian Pacific Islander history and culture in the United States.

**Reading Assignments:**

Weekly readings from the assigned texts.

#### 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Papers
- D. Quizzes
- E. Research Projects

#### 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Roberts, B.R., and Stephens, M.A. (Eds.). *Archipelagic American Studies*, ed. Durham, NC: Duke University Press, 2017
- B. Bonus, Rick.. *The Ocean in the School: Pacific Islander Students Transforming Their University*, ed. Durham, NC: Duke University Press, 2020
- C. Hume, S., and Nomura, G.M.. *Our Voices, Our Histories: Asian American and Pacific Islander Women*, ed. New York: NYU Press, 2020
- D. Genz, J.H.. *Breaking the Shell: Voyaging from Nuclear Refugees to People of the Sea in the Marshall Islands*, ed. Honolulu: University of Hawaii Press, 2018

**Origination Date:** December 2020

**Curriculum Committee Approval Date:** December 2020

**Effective Term:** Fall 2021

**Course Originator:** Malathi Iyengar