

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ETHN 103 **TITLE:** Asian Americans and US Institutions
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Eligibility for ENGL 100, or Eligibility for ENGL 105

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E1a. American History and Institutions
 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 D: SOCIAL SCIENCES: DSI - Social Institutions
 CSU GE Area D: SOCIAL SCIENCES: US-1
 CSU GE Area D: SOCIAL SCIENCES: US-2
 CSU GE Area F: ETHNIC STUDIES: Ethnic Studies
IGETC:
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course examines how US institutions (legal, economic, social and cultural) have ideologically constructed the category of Asian-ness and materially engaged with “Asian” peoples, both within the United States and in US overseas territories. Course materials also center the ways in which individuals and communities constructed as “Asian” have interacted with these US institutions and have, in the process, participated in shaping US history and public culture. Special attention is paid to California, a state with a rich history of Asian migration via both the Pacific and overland routes. In this regard, course readings discuss the central role of Asian labor in California’s economic history, explain how the Asian presence shaped 19th and 20 century California law (and California courts’ interpretations of US federal law), and explore the role of California-based Asian American communities in social movements from the 1960s to the present. The framing of the course highlights the internal diversity of the category “Asian,” and attends to the multiple ways in which various Asian American communities have interacted with each other, with other racialized/ethnicized groups, and with the U.S. settler state.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Describe the diverse histories of Asian Americans and explain how those histories have dynamically shaped and been shaped by US institutions.
 2. Critically analyze historical texts and theories related to Asian American communities.
 3. Reflect critically about the past in order to explain how the world of the present has been produced by prior events, experiences, structures and institutions.
 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 analyzed in Asian American studies and ethnic studies.
 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 with regards to Asian American communities and other communities of color.
 6. Apply ethnic studies theory to describe critical events in Asian American histories, cultures, and intellectual traditions with a particular emphasis on agency and self-affirmation.
 7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans and other communities of color, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American and other communities of color to build a just and equitable society.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

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

1. Describe the diverse histories of Asian Americans and explain how those histories have dynamically shaped and been shaped by US institutions.
2. Critically analyze historical texts and theories related to Asian American communities.
3. Reflect critically about the past in order to explain how the world of the present has been produced by prior events, experiences, structures and institutions.
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 analyzed in Asian American studies and ethnic studies.
5. Apply ethnic studies theory to describe critical events in Asian American histories, cultures, and intellectual traditions with a particular emphasis on agency and self-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 with regards to Asian American communities and other communities of color.
7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans and other communities of color, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Asian American and other communities of color to build a just and equitable society.

6. COURSE CONTENT:

Lecture Content:

I. US Law

- a. 1790 Naturalization Act (“free white persons”)
- b. Racial Prerequisite Cases
 - In re Ah Yup (1878)
 - Takao Ozawa v. United States (1922)
 - United States v. Bhagat Singh Thind (1923)
 - Other racial prerequisite cases
- c. Chinese Exclusion Act (1882), Scott Act (1888), and Chae Chan Ping v. United States (1889)
- d. Geary Act (1892) and Fong Yue Ting v. United States (1893)
- e. United States v. Wong Kim Ark (1898)
- f. Insular Cases
- g. Asiatic Barred Zone Act (1917)
- h. Immigration Act of 1924 (Johnson-Reed Act)
- i. Gong Lum v. Rice (1927)
- j. Executive Order 9066 (1942) and Korematsu v. United States (1944)
- k. Luce-Celler Act (1946)
- l. Rescission Act (1946)
- m. McCarran-Walter Act (1952)
- n. 1965 Immigration and Nationality Act
- o. Civil Liberties Act of 1988

II. California History

- a. Chinese populations in California – participation in gold mining, exclusion from gold mining, participation in railroad construction, different roles in agriculture, feminized labor (e.g. laundries), formation of Chinatowns, anti-Chinese vigilante violence and pogroms
- b. Japanese populations in California – role in agricultural labor, organized labor and inter-ethnic alliances (e.g. Japanese Mexican Labor Association, Oxnard Sugar Beet Strike); Japanese as small-scale fruit and vegetable farmers; transformation of large sections of marginal lands in CA into agricultural fields and orchards, anti-Japanese sentiment prior to WWII internment, WWII internment
- c. Asian Indian populations in California – agricultural labor, Ghadar Party, contact with students and

intellectuals from the Subcontinent, surveillance by US and British authorities, comparison with Asian Indian migration to other parts of U.S. (e.g. lascars, peddlers, and students in East Coast cities), anti-Indian vigilante violence and pogroms

d. Filipino populations in California – agricultural labor, interracial labor organizing (including formation of United Farm Workers), categorization as “Malay,” exemption from Asiatic Barred Zone Act due to US occupation of the Philippines, anti-Filipino vigilante violence

e. Other Asian populations in California – nineteenth century through WWII

f. CA courts and race: People v. Hall

g. CA Alien Land Laws

- 1913 Webb-Haney Act

- Alien Land Law of 1920

- CA Supreme Court: People v. Oyama (1946)

III. War, Militarism, and Orientalism

a. Cold War – US wars in Korea, Vietnam, secret war in Laos

b. War-related adoptions and “visa orphans”

c. “War on Terror” and surveillance of Arab, Muslim, and South Asian communities

d. Topics in Critical Refugee Studies

IV. Social Justice Movements

a. Asian participation in agricultural workers’ movements and strikes

b. Asian American movement – 1960s, ‘70s (links with other anti-racist and Left movements)

c. Asian American participation in transnational anticolonial struggles

d. Asian American participation in the 1968 Third World Student Strikes

e. 21st century – organizing against Islamophobia, racial profiling, and anti-immigrant legislation

V. Relational Critiques

a. Model minority myth and anti-Black racism

b. Asian American settler colonialism (particularly in Hawaii)

c. Disaggregating API panethnicity: problematics of subsuming Pacific Islander histories under the “Asian” category (note: This is why CSM has a separate course in Critical Pacific Islander and Oceania Studies)

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Guest Speakers
- D. Other (Specify): Film

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

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

- In-class writing: Students complete short in-class writing assignments based on the assigned readings.
- Take-home essays: Analytical papers in which students discuss themes from the assigned readings. Prompts are carefully constructed so that the essays can only be effectively completed if students have comprehended the readings.
- Creative projects and presentations: Again, these assignments will be specifically related to the assigned course readings.

Reading Assignments:

Readings will be assigned for each class meetings. See "Representative texts" for examples.

Other Outside Assignments:

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

- In-class writing: Students complete short in-class writing assignments based on the assigned readings.
- Take-home essays: Analytical papers in which students discuss themes from the assigned readings. Prompts are carefully constructed so that the essays can only be effectively

completed if students have comprehended the readings.

- Creative projects and presentations: Again, these assignments will be specifically related to the assigned course readings.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Projects
- I. Quizzes
- J. Written examination

10. REPRESENTATIVE TEXT(S):

Other:

- A. - Relevant contemporary articles from peer-reviewed journals such as Amerasia, American Quarterly, Journal of American Ethnic History, and Journal of Asian American Studies
- Lon Kurashige, Two Faces of Exclusion: The Untold History of Anti-Asian Racism in the United States (University of North Carolina Press, 2016)
- Karen L. Ishizuka, Serve the People: Making Asian America in the Long Sixties (Verso, 2016)
- Long T. Bui, Returns of War: South Vietnam and the Price of Refugee Memory (NYU Press, 2018)
- Amy Sueyoshi, Discriminating Sex: White Leisure and the Making of the "Oriental" (University of Illinois Press, 2018)

Origination Date: December 2020

Curriculum Committee Approval Date: December 2020

Effective Term: Fall 2021

Course Originator: Malathi Iyengar