

**CES152**  
**Asian American Contemporary Issues**  
**Instructor: Sayumi Irey**

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**OFFICE: D126E – Library Media Center (D building)**

**OFFICE HOURS: By appointment**

*\* If you have any questions or concerns, come early and do not hesitate to ask.*

**OFFICE PHONE: (425) 564-2354**

**E-MAIL ADDRESS: [sirey@bellevuecollege.edu](mailto:sirey@bellevuecollege.edu)**

*\* Type “CES 152” and your name under the subject to make sure I will get your e-mail. In other words, I will not guarantee reply to e-mails on time, if the above information is not included.*

*\* I am generally easier to reach via e-mail than by telephone.*

**ABOUT THE COURSE:**

Based on racial identity models introduced by J. E. Helms and B. D. Tatum, the class will examine contemporary social, political, and economic issues that Asian Americans face in relation to other minority groups as well as majority groups.

During the post-WWII era, numerous inspired minority cultures living on the American landscape moved from defeating fascism abroad to battling against discrimination and racism at home. This course examines several core issues that blossomed from minority groups eager to make a difference in a new multicultural democracy.

Helms and Tatum theorize that racial identity is defined by how one sees him/herself through experience and communicates with others in a social context. This signifies one's perception and interaction with others. By learning several identity models at the beginning of the class, you will learn to communicate intelligently and empathetically with a diverse range of peers.

During the course, you will practice and become fluent with the identity models through class discussion, hands-on activities, and lectures. You are expected gradually to apply and correctly use terms, such as model minority, assimilation, prejudice, civil rights, racism, white privilege, and affirmative action during class discussions. You will also identify and critically analyze such terms in the context of contemporary Asian American history based on the two required readings below. You will reflect on what you learn for each lecture and worksheets as part of your grade. Throughout the course, you will identify the need for inclusiveness in U.S. society by finding similarities and differences among ethnic groups in America.

You will also learn basic library research skills in order to translate your academic skills into other disciplines. You will learn to use various information sources, such as databases, reference books, audiovisuals, and microfilm, to validate your points of view in your papers. For the final project, you will choose a topic of your choice related to contemporary Asian American issues and present your ideas both verbally and in writing at the end of the class.

**CES152**  
**Asian American Contemporary Issues**  
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**MY PHILOSOPHY:**

An inclusive thinker is a person who carefully listens to others and values differences as a welcome learning device. I would like you to be inclusive thinkers. An inclusive thinker understands that there is more than one way to solve social problems and consciously pays attention to other voices, both critically (methodologically) and empathetically. The inclusive thinker, thus, welcomes challenges and diversity as a positive life experience and puts effort towards applying what he/she learns into his/her daily activities. The inclusive thinker also understands that effective learning is a life long journey and requires continuous inter/intra personal communication.

In the ever-changing American society of the twenty first century, I would hope for you to become critical thinkers who see yourselves as active participants in a learning community. I would like you to grasp fundamental social and racial theories in America, so that you have a solid base on which to articulate your ideas in an intellectual manner. In order to achieve the above goals, this class will focus on hands-on research tools, such as databases, academic journals, microfilms, and the Internet. Such fundamental information research skills shall help identify reliable yet up-to-date information in American society, as well as historically debated issues. Needless to say, having basic research skills will enhance your articulation of your topics of interests, and shall further aid you to deal with information in a critical manner.

**REQUIRED ARTICLES:**

**(Note: Required means “required”!)**

You will be given an online link to required reading materials for this class.

**METHODOLOGY:**

Class time will be divided into lecture (guest speakers), demonstration, hands-one exercises, discussions, small group activities, presentations, and research activities.

**GRADING:**

• In Class Participation – Discussion, Group Activities, Lecture, & Response Paper	45% (45 pts)
• Reflective Essays (3)	15% (15 pts)
• Mid-Term Written Essay Exam	20% (20 pts)
• Final Project	20% (20 pts)
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<b>Total 100 % (100 pts)</b>	

**CES152**  
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The overall course grade will be based on the following scale:

A	93% - 100%	C plus	77% - 78%
A minus	89% - 92%	C	73% - 76%
B plus	87% - 88%	C minus	69% - 72%
B	83 % - 86%	D plus	67% - 68%
B minus	79% - 82%	D	63% - 66%
		F	below 63%

**ATTENDANCE:**

Attendance is a very crucial part of your participation, as we will be learning together as a community. Since there are group activities and discussion throughout the course, your participation will be important for you and your peers. If you happen to miss a class one day, you also might miss a crucial moment in our discussion that might help you understand the materials. In other words, it will be hard for you to make up such moments. I also expect you to come to class on time, as being late for class shows disrespect to your classmates.

\* If you have a special circumstance and are going to be absent, e-mail or call me. Do not ask me whether you have missed "something important" or not. It is your responsibility to get notes from your classmates and submit assignments on time.

**GUIDELINES FOR PARTICIPATION:**

- Always read and bring materials assigned to you each week and prepare yourself with questions for discussion.
- Express and share your ideas in class as well as listening attentively and empathetically to your peers comes hand in hand.
- Most of the time, your peers will appreciate your asking questions in class because the question is probably something that I have not clearly explained, or simply a point of view that others did not think of. Not everyone thinks the same way, and I encourage you to ask questions and challenge me, as that is a part of learning as a community.

**WRITTEN ASSIGNMENTS:**

**(3 Reflective Essays, 1 Mid-term Written Essay Exam, and 1 Final Identity Paper)**

Your assignments are designed to provide hands-on practice to help you become an effective researcher. Assignments will be distributed in class, and you are responsible for getting them if you miss a class. Late assignments will be accepted no later than one week following their due date. However, for every late day, 10% of your grade will be taken off. All assignments need to be typed or word-processed, unless otherwise specified.

**CES152**  
**Asian American Contemporary Issues**  
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**Reflective Essays**

This practice will help you articulate what you learned from lectures and reading materials. The written reflection will also help you prepare for the group & class discussion for the following week. There is no limit to the length, but the papers must be typed and must be reflective and/or analytical.

**Mid-Term Written Essay Exam**

The Mid-Term exam will be held during the class time. There will be an essay question.

**Evaluation Criteria**

**Mid-Term Written Essay Exam Grading Criteria: You must meet all five criteria to earn "A".**

1. Defines the key term/s.

Not Evident	Exemplary
Does not define the terms correctly.	Identifies not only the basic concept, but uses own words or examples to clearly explain the key concepts.

2. Identifies and summarizes or addresses the issue/question.

Not Evident	Exemplary
Does not identify the issue or summarize the problem.	Identifies not only a basic concept, but finds multiple problems that are related to each other.

3. Identifies more than one piece of supporting data/evidence to develop the issue and summarizes or addresses the issue/question.

Not Evident	Exemplary
Confuses or oversimplifies issues by not providing supporting evidence.	Not only uses textbooks but also includes reference materials, databases, or personal interviews to express the complexity of the issue.

4. Presents own perspective to develop the issue.

Not Evident	Exemplary
Merely identifies facts and cites information.	Uses own experiences or ideas to analyze the issue.

5. Identifies and assesses conclusions using supporting evidence.

Not Evident	Exemplary
Lacks logical thought and fails to assess conclusions.	Logically discusses the issue and uses supporting evidence effectively.

**CES152**  
**Asian American Contemporary Issues**  
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**Final Project**

*Detailed information will be given during the class.*

**CLASS ETIQUETTE:**

- Cellular phones are prohibited during the class hours. If you have any special circumstance to have it on, make sure to talk with me first.
- You may find some topics to be offensive, but remember, you are here to learn.
- Treat your peers with respect and have an ear ready to listen to opinions that are different from yours. It is all right to disagree with someone, but do it with empathy.
- Being ignorant and being intentionally insensitive are different. I tolerate the first, but not the second.
- I do not have all the answers or solutions, but I am here to guide a collegial and stimulating class for you. You are also responsible for being an active participant in class, such as through discussions and group activities.
- I do not have ESP. If I do not make myself clear, or if you have a question, be sure to ask me during or after class.
- If you can, try to have a sense of humor. Having a sense of humor lets you be an objective thinker and a better communicator.
- You are expected to follow the students' rules of conduct from the Student Handbook as a member of the BCC learning community.

**REGARDING SAFE SPACE:**

This class is a Safe Space for *all* students. Lesbian, gay, bisexual questioning, queer-identified, and transgendered students are welcome in this classroom and encouraged to speak out and be an integral part of this class. A critical understanding and the embracing of alternative genders and sexualities in this classroom is encouraged. Any questions about what this means should be brought to me immediately. All are welcome!

**CES152**  
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**PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**  
**Revised Spring 2008**

Cheating, Stealing and Plagiarizing\*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

**CES152**  
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Hardship Withdrawal

Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*