

Winter 2020  
CES 150—Introduction to Asian American Studies  
Item #5615 MTWTH 12:30-1:20pm / Room R304

Instructor: Dr. Nan Ma

Office: R230I

Office Hours: MTW 10:30-11:20am, TH 2:30-3:00pm & by appointment

Email: Emailing me through Canvas is the best way to reach me; if you cannot reach me through Canvas, please email me at [nan.ma@bellevuecollege.edu](mailto:nan.ma@bellevuecollege.edu)

### **COURSE DESCRIPTION:**

From South Asians who arrived under the coolie system to Chinese laborers of the Gold Rush to Southeast Asians refugees, Asian America consists of diverse immigrant communities and histories, cultural practices, and political interests. This class examines the racial formation of Asian Americans in the U.S. within global and comparative contexts. Special attention will be paid to the history of Asian immigration, gender relations, the model minority myth, mental health issues, Asian American activism, as well as interracial and interethnic tension and solidarity. We will examine the ways in which Asian Americans have not only been racialized in relation to whiteness but also in relation to black bodies. To this end, we will take a closer look at Asian Americans' struggles for civil and political rights and discuss Asian Americans' role in contemporary issues such as the Black Lives Matter movement and the separation of migrant families at the southern border.

### **CLASS PHILOSOPHY:**

I envision this class to be a positive, rewarding learning experience for all of us. Together we can create a safe and respectful academic environment to stimulate intellectual discussions and to foster dialogues. Each of us has a unique voice, and I hope that we can cultivate, nurture and celebrate each other's and our own voice in class. Racist, sexist, homophobic, transphobic, Islamophobic or other comments intended to belittle others will not be tolerated and may be grounds for removal from the class.

### **COURSE OUTCOMES:**

*After completing this class, students should be able to:*

- Demonstrate an understanding of historical and contemporary issues facing Asian Americans.
- Identify biases, stereotypes, and discrimination toward Asian Americans in the past and present and explore how this contributes to systemic racism.
- Critically analyze Asian American experiences, identity formation, culture and activism.
- Reflect on how knowledge of Asian American issues applies to one's own life and how different communities are racialized in relation to one another

## TEXTS & MATERIALS:

- Carlos Bulosan. *America is in the Heart* (optional; excerpt will be posted online)
- Anna Deavere Smith, *Twilight: Los Angeles, 1992* (required; available at the bookstore and via Amazon)
- A selection of articles (posted on online)
- Loose papers for in-class activities (required)
- A notebook for notetaking (optional)

**\*\*For readings that are posted online, you must BRING A HARD COPY to class. You have 15 dollars of credit in your student account, which you may use on campus for printing. You can also print up to 75 pages per week for free at any branch of the King County public libraries. Since active participation includes having all required materials for class discussions, failure to bring readings to class will negatively impact your participation grade.**

## CLASS ASSIGNMENTS OVERVIEW:

Below is an overview of your assignments this quarter. More specific guidelines will be provided in separate handouts.

**Class Journals:** You will be reading a range of scholarly articles and literary texts this quarter. To facilitate your reading experience, you will be submitting 2-3 journal entries every week. I will drop your two lowest journal grades at the end of the quarter.

**Learning Journey Project:** You will be writing three 2-3-page essays that document your progress as a student of Asian American Studies and synthesize your learning in this class.

**Current Events Seminars:** Two times this quarter you will participate in a seminar on current events during class. For the first seminar day, you will research a current event that pertains to our discussions of Asian America and present the event in a small group of 3-4 students. As a group, you will decide on the presentation topic for your group presentation to the whole class on the second seminar day.

**Participation:** There are two parts to earning participation grade. The first part (10% of your final grade) involves completing in-class assignments, such as in-class discussion questions, writing exercises, and so on. The second part (another 10%) is to participate in an active manner. Having regular attendance is only the first step to active participation. Active participation means that you engage class materials in a thoughtful and proactive manner. It means that you attend and contribute to class discussions regularly, listen to the ideas of others attentively, and raise questions either in class or in office hours. Your engagement in these activities shows me that you are prepared and are thinking about course materials.

## GRADING:

Class Journals: 30%

Learning Journey Project: 30%

Current Event Seminars: 20%

Participation: 20%

## GRADE BREAKDOWN:

93-100%	A	88-89 83-87	B+ B	78-79 73-77	C+ C	65-69 60-64	D+ D
90-92	A-	80-82	B-	70-72	C-	0-59	F

## ATTENDANCE POLICY:

Class attendance is a crucial component in our learning journey. Any **class work**—in-class writing, discussions, group work—**cannot be made up due to absence**. You are permitted **three absences** for any reason. After that, your final grade will drop by half of a letter grade for each absence (i.e. B→B-). If you leave class early for any reason, you will be counted absent. **Two tardies equal to one absence**. It is your responsibility to verify that you have been marked late rather than absent.

You are also encouraged to get the contact information of at least one of your classmates to ensure that you obtain any class materials you may have missed due to absences. Please note that while I am happy to answer any questions you may have about a class that you have missed, I will not re-teach the class.

\*I do excuse absences due to medical and family emergencies. Should such situations arise, please try your best to communicate with me early to have your work made up or submitted. In case of absences due to medical reasons, a doctor's note is needed to have your absences excused. Please note that routine medical checkups and dentist appointments are not considered medical emergencies.

\*\*Exceptions will also be made if you have accommodations through the Disability Resources Center (DRC) regarding attendance.

\*\*\*Absences due to faith or conscience:

To receive a religious accommodation for reasons of faith or conscience, students must complete a Request for Accommodation for Reasons of Faith or Conscience online form ([https://cm.maxient.com/reportingform.php?BellevueCollege&layout\\_id=30](https://cm.maxient.com/reportingform.php?BellevueCollege&layout_id=30)) within the first two weeks of a course and prior to the date the accommodation is needed.

The associate vice president of student affairs or designee will coordinate with instructors on providing accommodations and notify students about details of the accommodations (approved absence or hardship dates; specific assignments, activities or exams that are impacted; details such as extending a deadline, allowing a make-up exam or allowing an alternate assignment or activity.) Students may make-up exams in the Testing Services Office at the discretion of the instructor and at no charge to the student.

## CANVAS AND EMAILS:

Announcements and assignment changes may be made through email and the Canvas system. All students are responsible for checking their Canvas accounts at least once every day. All

emails will be sent to your Canvas account. To create your account, go to: Create Email (<https://www.bellevuecollege.edu/netid/default.aspx>).

\*Please give me at least **24** hours to respond to your email. If you want to schedule an appointment outside of office hours, please email me at least **two days in advance** so that I can identify a mutually convenient time for us to meet. **Please note that I may be responding to emails at a slower pace in the evenings and on weekends.**

\*\*I receive a lot of emails in my BC account. The best way to reach me is through the email feature in Canvas.

A note about email etiquette: Emailing your instructor is not the same as texting your friends. When emailing an instructor, please address the instructor with the appropriate salutation and greeting and write your name at the end. Write in complete sentences and avoid abbreviations that would not appear in a formal essay.

### **TECHNOLOGY REQUIREMENT:**

To successfully complete this course, you need to have access to an Internet capable computer with a high bandwidth connection to the Internet.

Other requirements include:

- 1) **Internet Browser.** Bellevue College recommends Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Internet Explorer. All are available as free downloads.
- 2) **Plug-ins.** These programs run within your Internet browser to ensure that you can run videos, audio tracks, or display PDF files. Many computers come with standard plugins already installed when they're purchased. Here is the recommended plugin for this class.

Adobe PDF reader- Some course-related documents will require that you to be able to view PDF files.

\*Internet capable computers are available on the Bellevue College campus for student use. BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the Technology Help Desk (<https://www.bellevuecollege.edu/servicedesk/students/>).

\*\*Laptops may also be checked out from the BC library in D126 (<http://www.bellevuecollege.edu/lmc/borrowing/>).

\*\*\* Technology makes the learning process more efficient and fun when it is working properly but can create stress and chaos when it fails unexpectedly. I highly recommend that you have a backup plan for how you will complete work and turn in assignments when your technology fails.

## CLASS POLICIES:

- **Deadlines & late work:** All assigned essays are due in a *paper copy* format at the beginning of class on the date specified by the syllabus. Email attachments will not be accepted unless you have made special arrangements with me prior to the due date. A paper is considered late until a paper copy is turned in.

**Please note that I DO NOT accept late class journals or presentations.** I do, however, accept late work on the Learning Journey essay assignments. For each class period that you turn in a paper late, your grade for that essay will be deducted by 10% (i.e. if a paper is worth 100 points, you will lose 10 points for each class period after the due date). Except in the case of medical or family emergency, papers received more than two class periods past the due date will receive no point. **No extension will be given on the take-home essay exam.** Alternative arrangements may be made for students who receive DRC accommodations for flexibility.

- **Participation:** Having regular attendance is only the first step to active participation. Active participation means that you engage class materials in a thoughtful and proactive manner. It means that you attend and contribute to class discussions regularly, listen to the ideas of others attentively, and raise questions either in class or in office hours. Your engagement in these activities shows me that you are prepared and are thinking about course materials.
- **Disruptions to class:** The following scenarios are considered disruptive to class: cell phone going off, text-messaging, chatting, talking out of turn, disruptive late arrival or early departure, shuffling before a class ends. Every student has one warning during the quarter for disruptive behavior during class. After the first warning, the student(s) involved may be asked to leave and will be counted **absent**. You may NOT use your notebook computer during class unless it is for an assigned activity.
- **Appointments with the instructor:** When scheduling an appointment with me outside of office hours, please let me know **at least two days in advance** so that I can arrangement my schedule to meet with you. Let me know as soon as possible if you cannot make to an appointment so that I can give that time to another student. Except for cases of emergency, if you do not give me prior notice and fail to show up for your appointment, you will lose your privilege to schedule appointments with me **outside of office hours** for **three** weeks beginning on the day of your original appointment.

## DISABILITY RESOURCE CENTER (DRC):

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu). Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

If you are a BC student diagnosed or identifying as autistic or neurodiverse, the Neurodiversity Navigators (formerly called Autism Spectrum Navigators or ASN) program has many support options for you, including advocacy. Visit [Neurodiversity Navigators](https://www.bellevuecollege.edu/autismspectrumnavigators/) (<https://www.bellevuecollege.edu/autismspectrumnavigators/>) for detailed program information, FAQs, resources, events, contact information, and more.

## **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Please let me know if you encounter a required element or resource in the course that is not accessible to you.

## **PUBLIC SAFETY:**

### **Public Safety and Emergencies**

Public Safety is located in the D building (D171) and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](http://www.bellevuecollege.edu/alerts/?ref=footer) (<http://www.bellevuecollege.edu/alerts/?ref=footer>).

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these three rules:**

- 1) Take directions from those in charge of the response--**We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)--**Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

### **3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the Public Safety web page (<http://www.bellevuecollege.edu/publicsafety/>) for answers to your questions.

### **ACADEMIC CALENDARS:**

The Bellevue College Academic Calendar ([https://www.bellevuecollege.edu/studentcentral/calendar/#tab\\_custom-tab-0-56ff1623b608182068a71dda800568a2](https://www.bellevuecollege.edu/studentcentral/calendar/#tab_custom-tab-0-56ff1623b608182068a71dda800568a2)) provides information about holidays, closures and important enrollment dates, such as the finals schedule.

### **CLASSROOM LEARNING ATMOSPHERE**

- Affirmation and Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

### **COLLEGE ANTI-DISCRIMINATION STATEMENT**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

### **CONFIDENTIALITY AND MANDATORY REPORTING**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/).

For further information and contacts, please consult College Anti-Discrimination Statements (<http://www.bellevuecollege.edu/titleix/>).

## **DIVISION STATEMENTS**

- Value Conflicts

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression which might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. TO THIS END, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments. Consult the syllabus and discuss such issues with the instructor.

- Academic Honesty

The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. *In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether it was your intention to steal.* Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism. Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Manager of Student Conduct will also be notified of such conduct, and repetition of the behavior will result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam). Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Manager may also be appealed through existing processes.

\*If you are having trouble completing an assignment, do NOT copy someone else's work. Come see me.

## **FINALLY...SOME GENERAL ADVICE FOR STUDENT SUCCESS:**

- ✓ Be punctual
- ✓ Be present
- ✓ Be prepared
- ✓ Be persistent
- ✓ Be proactive
- ✓ Be patient



A note about workload: **The general rule of thumb for a college class is that students should expect to devote two to three hours of work outside of the class for each credit taken.**

Please pace yourself accordingly. As with other art forms, the mastery of reading and writing requires constant engagement and practice. In general, reading and writing a little bit every day is more effective than binge reading and writing.

Please feel free to ask me any questions you may have about this syllabus or any part of this course. I very much look forward to working with you this quarter.

Good luck!