Description of the Course

This course first considers the migration histories and racial experiences of Asian American groups in comparison to other groups. By highlighting the contexts of global and transnational migration, this course identifies the many ways in which Asian American groups have been both excluded and differentially included in politics and racial discourse—whether as colonial subjects, exploited labor, transnational immigrants, or diasporic groups. Next, the course considers a variety of contemporary experiences of Asian Americans, as they manifest in the media, food, gender, family, pop culture, transnational adoption, affirmative action, multiracial solidarities and more!

Course Objectives

Students who successfully complete Socy 42 will be able to:

- Analyze the social factors shaping individual and group experiences among Asian Americans.
- Perform critical readings of assigned works, consider controversial social issues respectfully from multiple viewpoints, synthesize complex information, and articulate thoughtful and effective arguments.
- Contribute to the intellectual conversation by applying sociological research and theory to current debates in the sociology of Asian Americans.

Required reading

All required readings are posted as PDFs on the course Canvas site. The reading load in this course is high. I expect you to read all course material, before class on the day that we are discussing it.

Expectations and Assignments

We will practice active learning in this seminar. Active learning is student-driven, which means you take responsibility for your learning by leading discussion, instructing your peers, and collaborating with me to assess your work. We will work hard to establish a community in this classroom that facilitates learning. This seminar is intended to help you recognize analogies between the work of absorbing complex content (e.g., through reading) and that of constructing it (e.g., through discussion and writing).
1. Participation (10%)

This is a seminar course; thus, participation makes up an important part of your grade. Students who are not present for in-class participation will not receive credit for participation that day; there are no opportunities to make up in-class work. There are two ways to earn your participation grade.

*Discussion facilitation (25 pts).* First, each student is required to facilitate one in-class discussion over the course of the term. You will sign up for a facilitation slot in the first week of class. Facilitating discussion requires some preparation before class. I would suggest reading the material carefully, considering the implications (academically, personally, socially, politically), and preparing some thought-provoking questions for the class. Discussion facilitators may consider being prepared with the following:

1. Questions that help us come to a common understanding of the readings’ main arguments.
2. Outside information related to the topic. This can take the form of recent news articles, websites, examples of organizations that are taking up these issues in the real world, or other related materials that add depth to our understanding of the reading.
3. Questions that that reflect on the greater implications of the findings.

*Discussion participation (25 pts).* Participation in class discussions and activities makes up an important part of your grade. You must be able to demonstrate verbally that you have read the material critically and are engaged in understanding it more deeply with your peers. I will keep track of your participation in our discussions and this record will comprise your discussion participation grade.

2. Critical writing (25%)

*Response Memos (105 pts).* You will write seven Response Memos during the term. Each memo should be a 1-page, single-spaced critical response to the readings. If there is more than one reading assigned for the day, you must include a synthetic account of all the readings. I suggest that you spend less time summarizing the main arguments, and more time analyzing common threads you discover across readings. Please upload an electronic copy to Canvas before class (by noon) on the day the readings are being discussed.

Response Memos should consist of two parts. First, you should work to determine the argument of the pieces, and what strategies/evidence the authors are using to support it. The first paragraph of your memo should briefly explicate how the authors convey and support their arguments. The following questions may serve as a guide:

- What are the authors’ arguments?
- What evidence do they use to support their arguments?

Second, you should focus on your synthetic analysis and reflections on the piece(s). This means you should create and communicate your own argument about the readings. The following questions may serve as a guide:
What are the strengths and weaknesses of this reading (from your perspective)?
What questions/reflectons does this piece bring up for you?
Do the ideas in this reading relate to other concepts from the course, your life, ideas that are important to you, or current events?

*News reflections (20 pts).* Over the course of the term, I will post current news articles to the Discussion board on Canvas. You are responsible for reading and critically reflecting on these posts by commenting before class.

4. *Midterm Exam (25%)*

*Midterm exam (125 pts).* This will be an essay take-home exam due Monday of Week 5. The midterm exam will require you to synthesize and analyze the course readings, discussion and lecture material. You will be graded on how well you incorporate all elements of course material into your essay answers.

3. *Research Project (40%)*

*Research Paper (150 pts).* In support of this research project, you are also responsible for writing a one-page proposal describing your topic and your research approach; and an outline containing your thesis statement (your argument), topic sentences (your main claims), and supporting bullet points for each body paragraph (your evidence). Your final paper should be approximately 10 pages, double spaced.

*Research Presentation (50 pts).* You will share your research projects in an 8-10 minute presentation during the last weeks of class. Your presentation will be graded on preparation, critical thinking, and time management.

**Grading**

I follow the grading conventions as defined by the Organization, Regulations, and Courses (ORC) at Dartmouth. [http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html](http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html)

A **Excellent** mastery of course material (student performance indicates a very high degree of originality, creativity, and excellent performance in analysis, synthesis, critical expression, and independence)

B **Good** mastery of course material (student performance indicates a high degree of originality, creativity, and good performance in analysis, synthesis, critical expression, and independence)

C **Acceptable** mastery of course material (student performance indicates some degree of originality, creativity, and acceptable performance in analysis, synthesis, critical expression, and independence)
D **Deficient** in mastery of course material (student performance indicates some degree of originality, creativity, and deficient performance in analysis, synthesis, critical expression, and independence)

E **Serious deficiency** in mastery of course material (student performance clearly lacking originality, creativity, and seriously deficient performance in analysis, synthesis, critical expression, and independence)

I will determine your final letter grade according to the following percentage breakdown:

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>C+</td>
<td>77-79.9%</td>
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<tr>
<td>A-</td>
<td>92-94.9%</td>
<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>B+</td>
<td>89-91.9%</td>
<td>C-</td>
<td>70-72.9%</td>
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<tr>
<td>B</td>
<td>83-88.9%</td>
<td>D</td>
<td>60-69.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
<td>E</td>
<td>&lt; 60%</td>
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**Important Notes**

**Attendance**

It is my expectation that you will attend each class meeting—and that you will arrive to each class on time and stay for the duration. I will circulate an attendance sign-in sheet at the beginning of each class meeting; it is your responsibility to make sure you sign it each day. There are no opportunities to make up missed in-class participation work. If you miss more than three days of class, your course grade will decrease by one whole letter grade (e.g., A to B), and decrease by one step (e.g., B to B-) for each additional absence. In the event that you miss a class for any reason, you are responsible for getting notes from another student. As a general policy, I do not make my notes available. After you review your classmate’s notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear. If you anticipate missing class meetings because of athletic team participation, religious observances, or some other reason, please arrange a meeting with me at the start of the term, and bring documentation of the expected conflicts.

**Late work**

Unexpected things will come up over the course of the term. To ensure you don’t wind up in a difficult position, plan ahead: start your assignments early and finish them in advance of the deadline. Please speak with me at the beginning of the term if you anticipate any circumstances that might affect your ability to get your work in on time. Response Memos are designed to help you prepare for in-class discussion, so we can make the most of our time together; therefore, they will not be accepted late.

For the papers (and all their components), the maximum grade you may earn will be reduced by one letter grade for each day late. In other words, if you turn your assignment in 1-24 hours after the deadline, the maximum grade you can receive is a B; if you turn your assignment in 25-48 hours after the deadline, the maximum grade you can receive is a C; if you turn your assignment in 49-72 hours after the deadline, the maximum grade you can receive is a D. I will not accept your assignment after 72 hours.

Extensions will only be given if a deadline was missed because of extreme circumstances beyond your control. For example: severe illness requiring a doctor’s visit or hospitalization, or death in the family. Generally not feeling well, forgetting about the deadline, having computer problems, needing to help
your friend or family member with something, scheduling conflicts with interviews, appointments, or exams in other classes, etc. are not considered extreme circumstances. If you believe you are eligible for an extension, it is your responsibility to notify me before missing the deadline, and explain in writing why your circumstances warrant an exception.

**Accommodations**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall, Suite 125, 646-9900). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential.

**Communication**

My office hours are for you. You are welcome to come in and talk with me about anything during my posted hours. I am also available by appointment if my office hours do not coincide with your schedule. I regularly check e-mail during the school day (9am-4pm) and will make every effort to reply to messages as soon as possible. I expect students to regularly check their Dartmouth e-mail and Canvas accounts for class announcements and updates.

**Academic Honor**

I assume you will follow intellectual honor and integrity in this class. For more guidance on the Honor Principle, see: [https://student-affairs.dartmouth.edu/policy/academic-honor-principle](https://student-affairs.dartmouth.edu/policy/academic-honor-principle) Students must do their own work—they will write their own papers and exams, prepare their own presentations, and cite the original sources of any material they draw on for their papers. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty is subject to disciplinary action, up to and including suspension or separation. For a broad overview on the practice of citing sources, see [http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth](http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth).

**Classroom Responsibility and Courtesy**

All students are expected to have a voice in our class dialogue. Class participation involves thinking carefully, listening, and posing questions to others as much as it is about sharing your ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. Please put your cell phones on vibrate, do not text, and do not use your laptop during seminar discussions.

The tone with which we engage one another is also extremely important and should come from a place of mutual respect and understanding. You are free to disagree with the views raised in the material or by others in the class but must do so with a reasoned critique based on a complete consideration of their argument. Your own argument should be supported by sociological evidence rather than opinion or anecdotes. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are always expected to treat one another and me with respect.
Additional Support for Learning

**Student Center for Research, Writing, and Information Technology (RWIT):** At RWIT, you can meet one-on-one with an undergraduate tutor to discuss a paper, research project, or multimedia assignment. [https://students.dartmouth.edu/rwit/](https://students.dartmouth.edu/rwit/)

**Academic Skills Center (ASC):** The mission of Dartmouth's Academic Skills Center is to assist students in achieving academic success through a wide variety of services and programs. The Center is available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment. [https://students.dartmouth.edu/academic-skills/](https://students.dartmouth.edu/academic-skills/)

**Course Plan and Readings**

**Week One (Mar 30 – Apr 3)**

**Monday**

**Introduction to the course**
- Okihiro (2010), “When and Where I Enter”

**Wednesday**

**What is Asian America?**

**Friday**

**Labor migration**
- Ngai (2004), “From Colonial Subject to Undesirable Alien”
- Response Memo 1 due

**Week Two (April 6-10)**

**Monday**

**Exclusion**

**Wednesday**

**Japanese incarceration**
- Response Memo 2 due

**Friday**

**1965 immigration reform**

**Week Three (April 13-17)**
Monday  War and Empire in the Asia Pacific
  • Espiritu (2014), Selections from Body Counts
  • Nguyen (2016), Selections from Nothing Ever Dies
  • Tang (2010), “Collateral Damage”
  • Response Memo 3 due

Wednesday  Activism and Panethnic Identity
  • Omatsu (2010), “The Four Prisons”
  • Espiritu (1992), Selections from Asian American Panethnicity

Friday  Transnationalism and diaspora
  • Yuh (2005), “Moved by War”
  • Choy (2002), “From Exchange Visitor to Permanent Resident”

Week Four (April 20-24)

Monday  Racialization
  • Ancheta (2010), “Neither Black nor White”
  • Response Memo 4 due

Wednesday  Social citizenship
  • Tuan (2005), Selections from Forever Foreigners or Honorary Whites?
  • Kim (2008), “Visibly Foreign (and Invisible) Subjects” from Imperial Citizens

Friday  Model Minority
  • Lee and Zhou (2015), Selections from The Asian American Achievement Paradox
  • Park (2008), “Continuing Significance of the Model Minority Myth”
  • Park (2016), “A Letter to My Sister and a Twenty-Five Year Anniversary”

Week Five (April 27-May 1)

Monday  Midterm Exam due (no class)

Wednesday  Beyond the stereotypes, contemporary framing
  • Lowe (1991), “Heterogeneity, Hybridity, Multiplicity”
  • Ng, Pak and Hernandez (2016), “Beyond the Perpetual Foreigner and Model Minority Stereotypes”
  • Han (2016), “No Fats, Femmes, or Asians”

Friday  New Frontiers?
- Schlund-Vials (2016), “From the Mekong to the Merrimack and Back”
- Research proposal due

**Week Six (May 4-8)**

**Monday  Media**
- Chin et al. (2017), “Tokens on the Small Screen”
- Demby and Chow (2016), “Rep Sweats”, read the transcript or listen: https://www.npr.org/sections/codeswitch/2016/06/22/482525049/on-the-podcast-rep-sweats-or-i-dont-know-if-i-like-this-but-i-need-it-to-win
- Patriot Act with Hasan Minhaj, “Don’t Ignore the Asian Vote in 2020”, watch: https://www.youtube.com/watch?v=zwFr6RX2Y40

**Wednesday Beauty and pop culture**
- Ng (2012), “#Linsanity”
- Pan (2012), “Is “Gangnam Style” a Hit Because of Our Asian Stereotypes?”
- Response Memo 5 due

**Friday Food**
- Ichikawa (2013), “Giving Credit Where it is Due”
- Mok (2019), “Consuming Culture”

**Week Seven (May 11-15)**

**Monday Gender and dating**
- Chou, Lee and Ho (2015), “Love is (Color)blind”
- Response Memo 6 due

**Wednesday Family matters**
- Chung (2016), “Love and Communication across the Generation Gap” in *Saving Face*
- Research outline due
Friday  
**Transnational adoption**

**Week Eight (May 18-22)**

**Monday**  
**Ethnic entrepreneurship**

**Wednesday**  
**Affirmative Action**
- Response Memo 7 due

**Friday**  
**Multiracial solidarities**
- Merseth (2018), “Race-ing solidarity”

**Week Nine (May 25-29)**

**Monday**  
Memorial Day, NO CLASS

**Wednesday**  
Project presentations

**Friday**  
Project presentations

**Week Ten (June 1-3)**

**Monday**  
Project presentations

**Wednesday**  
Course wrap-up
References


Demby, Gene, and Kat Chow. 2016. "Code Switch: Race and Identity, Remixed." in *Rep Sweats, or, 'I Don't Know if I Like This, but I Need it to Win'.* https://www.npr.org/sections/codeswitch/2016/06/22/482525049/on-the-podcast-rep-sweats-or-i-dont-know-if-i-like-this-but-i-need-it-to-win.


