



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	ESTU
Course Number:	9
Descriptive Title:	Introduction to Asian Pacific Islander Desi American Studies
Division:	Behavioral and Social Sciences
Department:	Ethnic and Social Justice Studies
Course Disciplines:	Ethnic Studies
Catalog Description:	This course will provide a critical analysis and review of the struggles of Asian Pacific Islander Desi American (APIDA) communities as they demonstrate resistance and solidarity as they work for liberation and racial and social justice. Students will apply various perspectives and theories to analyze APIDA struggles. Topics include the intersection of identity construction, media analysis, anti-Asian violence, immigration policies, labor, gender and sexuality, and social justice and liberation movements.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	
Transfer UC:	Yes
Effective Date:	
General Education ECC:	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences
Term:	
Other:	Area F, CSU GE
IGETC:	Area 4 - Social and Behavioral Sciences
Term:	

	Other: Area 7, IGETC/CALGETC
Student Learning Outcomes:	<p>SLO #1</p> <p>Analyze, identify, and acquire knowledge of the historical and contemporary experiences of Asian Pacific Islander and Desi Americans.</p> <p>SLO #2</p> <p>Demonstrate competence in using multidisciplinary and interdisciplinary perspectives in studying Asian Pacific Islander and Desi Americans.</p> <p>SLO #3</p> <p>Indicate and critically analyze the issues and concerns of Asian Pacific Islander and Desi Americans.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Analyze the complexities of the U.S. immigration policies and how they relate to and intersect with Asian Pacific Islander Desi American (APIDA) communities 2. Identify the immigrant experiences of the APIDA community and how it is intertwined with the transpacific and geopolitics of the West and the East. 3. Explain the impact and histories of APIDA immigration, colonization, and the diaspora on shaping ethnic and racial formations in the US through anti-racist and anti-colonial engagement. 4. Define and assess the concepts of race and ethnicity in American society as they relate to the APIDA communities 5. Describe and apply theories in APIDA studies regarding race and ethnicity and how the intersections of social class, gender, sexuality, and ability pervade racial and ethnic identity formations in the US. 6. Analyze artistic and cultural representations in the popular press and other media that influence the relations between ethnic and racial groups in the U.S. that particularly pertain to and impact APIDA communities. 7. Compare and contrast the significant demographic patterns of APIDA immigrant groups who enter the United States. 8. Examine the concepts of religion and gender identity and compare and contrast the influences of APIDA ethnic groups. 9. Outline and discuss significant historical and political developments that have influenced and affected specific APIDA communities within the United States. 10. Assess how attitudes and behaviors of mainstream society impact and affect the APIDA communities through social factors such as ethnicity, religion, and cultural differences. 11. Evaluate factors that may influence APIDA communities into influencing mainstream culture. 12. Examine contributions of ethnic groups to mainstream society. 13. Identify and evaluate how APIDA groups cope with cultural conflict, institutional racism, marginalization, social, economic, political discrimination, and ethnocentrism. 14. Evaluate the changing role of government policies concerning determining the immigrant status of APIDA communities in the United States. 15. Compare and contrast the experiences of Asian American and Pacific Islander Desi American immigrants in the United States concerning the systematic stratification seen in mainstream society.

	<p>16. Apply local APIDA history to community engagement projects that tie together the past and present.</p>
<p>Major Topics:</p>	<p>I. Orientalism, Racial Formation, and the Sociohistorical Landscape of the APIDA Emigration/Immigration, and the Pre-exclusion Years (3 hours, lecture)</p> <ul style="list-style-type: none"> A. Chinese Emigration/Immigration B. Japanese Emigration/Immigration C. Korean Emigration/Immigration D. Filipino Emigration/Immigration E. South Asian Indian Emigration/Immigration F. Analyze Race as a Social Construct through Racial Formation G. Southeast Asian Refugees, Laotian and Hmong Emigration/Immigration <p>II. Labor, Politics, Economics, and Historical Amnesia (3 hours, lecture)</p> <ul style="list-style-type: none"> A. A comparative lens and shift in the US's economic needs B. The "Coolie Trade" and its Relation to and Slavery C. Social Intimacies between the APIDA communities D. Efforts to Assimilate and Proximities to Whiteness <p>III. The "Yellow-Peril" Discourse and Anti-Asian Hate (3 hours, lecture)</p> <ul style="list-style-type: none"> A. Understanding Yellow-Peril B. Yellow-Face C. The Fetishization of Asian Women in Media D. Anti-Asian Movements, Theoretical Analysis of California's Alien Land Laws and Chinese Exclusion <p>IV. The Crucible of WWII (3 hours, lecture)</p> <ul style="list-style-type: none"> A. A divide in the communities B. Case Studies Include but are not limited to Japanese American Incarceration, Ralph Lazo, the War Relocation Authority C. Highlighting the reactionary nature of WWII and a comparative analysis of how groups reacted to the incarceration of Japanese Americans during WWII

V. The Cold War and the Development of the Model Minority Discourse (3 hours, lecture)

- A. The Good Minority versus the Bad Minority
- B. The 1965 Immigration policy and its complexities
- C. A critical analysis of Racial Triangulation Theory

VI. The Asian American Movement and the Third World Liberation Front (3 hours, lecture)

- A. The birth of Asian American Studies and Ethnic Studies
- B. The Yellow Power Movement and the beginning of Asian America
- C. The Fall of the International Hotel and Social Solidarity Movements for APIDA Advocacy

VII. The Vietnam War and the Asian American Movement (3 hours, lecture)

- A. Asian brothers and sisters in Vietnam
- B. The Asian American Movement and the Third World Liberation Front
- C. The History of APIDA Studies and Ethnic Studies

VIII. The Vietnamese Immigration (3 hours, lecture)

- A. A new wave of immigration
- B. Vietnamese and Southeast Asian Communities
- C. The complexities of the APIDA monolith

IX. The Pacific Islands and Voices of the PI communities (3 hours, lecture)

- A. Understanding the indigeneity and settler colonialism through the PI lens.
- B. The U.S. military's involvement in the Pacific

X. Native Hawaiian Experiences (3 hours, lecture)

- A. American Colonization of the island of Hawai'i
- B. A shift from a monarchy to a U.S. state and its impact on the Indigenous populations
- C. Analyze the demographic makeup in Hawai'i
- D. Media analysis of the Islands, through Orientalism

XI. The Chamorro Experiences (3 hours, lecture)

- A. A product of the Military Industrial Complex
- B. Anti-colonial analysis of the Federal government and Guam

XII. The Samoan Experiences (3 hours, lecture)

- A. America's military presence
- B. Stereotypes and Anti-colonial Analysis of the Samoan People

XIII. The Tongan Experiences (3 hours, lecture)

- A. The stereotypes and colonial history of the region
- B. The pursuit of education and employment through sports.

XIV. The Complexities of APIDA Identity and Heritage (3 hours, lecture)

- A. Similarities and Differences
- B. The issue of social class and race
- C. Identity development

XV. APIDA Identity: Intersections of Being Mixed Race (3 hours, lecture)

- A. Mixed race identities in the U.S.
- B. Discussions on the meaning of assimilation, white-

XVI. APIDA and Adoptee Experiences (3 hours, lecture)

- A. Unpacking the complexities of war and camp towns
- B. Unraveling one's racial identity when adopted by their non-APIDA parents
- C. Critical analysis on what it means to be Asian American

XVII. Sociohistorical analysis of APIDA Sexuality, Mental Health, and the Model Minority Myth (3 hours, lecture)

- A. Analyze the underreporting of mental health in APIDA communities
- B. Intersections of how the model minority impacts the APIDA youth and adolescents

XVIII. Anti-Asian Hate and the COVID-19 Pandemic (3 hours, lecture)

- A. A critical analysis on the history of anti-Asian hate as it relates to today.

	B. The lingering disease of individual and systemic racism: COVID-19 Pandemic's effect on the APIDA Community
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	<p><u>Final Paper</u></p> <p>If you choose to do a final paper, this will be the criteria:</p> <p>TOPIC: The topic of your final paper should cover a major theme, event, group, or community that is discussed in this class. It should focus on the experiences of the APIDA communities but is also not limited to the particular groups we discussed since the APIDA community is diverse.</p> <p>You must incorporate 1 of the readings into the course and how it pertains to this class.</p> <p>You must also include a theory discussed in this class while also including one of the following vocabulary words:</p> <p>Anti-Asian policies</p> <p>Institutional Racism</p> <p>Orientalism</p> <p>Model Minority Myth</p> <p>Racism</p> <p>Imperialism</p> <p>Immigration Policies</p> <p>Racial Formation</p> <p>You can read ahead if there is a topic of interest to you.</p> <p>There will be an assignment that will require you to propose/discuss the project topic with me in class.</p> <p><i>Please use 4 academic sources.</i></p> <p>The textbook is required and will count as 1 of the four resources.</p> <p>Other acceptable forms of resources are Academic Journal Articles, Books and Textbooks.</p>

	<p>You can also use one media resource of your choice, such as a magazine article and film. Format: Modern Language Association (MLA)</p> <p>Page Requirements: 8-10 pages</p> <p>Make sure to include citations in MLA format.</p> <p>If you have any questions, please don't hesitate to contact me.</p>
Critical Thinking Assignment 1:	<p>In your own words, describe the differences between Orientalism and Occidentalism.</p> <p>Compare and contrast how these two theories are similar and how these two terms are different.</p> <p>To earn full credit, you must cite specific examples from the textbook or discussions we have had in class.</p> <p>Please type this assignment out using proper MLA citation practices.</p> <p>This assignment requires a minimum of 5-6 pages.</p>
Critical Thinking Assignment 2:	<p>When discussing racial formations and racial projects in particular, there are many examples that we have covered during the first half of the term.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1) Compare and contrast two specific examples of how racial projects were implemented against the APIDA communities. 2) Analyze how the APIDA communities respond to these racial projects. 3) Evaluate why it is vital to incorporate an analysis of racial projects that impacted the APIDA communities negatively. <p>Each question should be answered within a minimum of 1-2 pages, a total of 5-6 pages.</p> <p>Include in-text citations and a separate works cited page in MLA format.</p>
Other Evaluation Methods:	Class Performance, Essay Exams, Presentation, Written Homework
If Other:	
Instructional Methods:	Demonstration, Discussion, Field trips, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Lee, Shelley, <i>A New History of Asian America</i> , 1st ed., Routledge, 2014. (Discipline Standard)

	Zhou, Min., and Anthony Ocampo (eds), <i>Comtemporary Asian America</i> , 3rd ed., NYU Press, 2016. (Discipline Standard)
Alternative Texts:	Vakalahi, Halaevalu F., and Meripa Taiai Godinet, <i>Transnational Pacific Islander Americans and Social Work: Dancing to the Beat of a Different Drum</i> , NASW Press, 2014. (Discipline Standard)
	Yoo, David K., and Eiichiro Azuma (eds), <i>The Oxford Handbook of Asian American History</i> , Oxford Handbooks, 2020. (Discipline Standard)
	Lee, Erika, <i>Making of Asian America: A History</i> , 2016. (Discipline Standard)
	Takaki, Ronald, <i>Strangers from a Different Shore</i> , 1989. (Discipline Standard)
Required Supplementary Readings:	N/A
Other Required Materials:	N/A
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	This course involves reading college level textbooks, developing projects/reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Enrollment Limitations and Category:	

Enrollment Limitations Impact:	
Course Created by:	Takahito Tanaka
Date:	09/27/2023
Original Board Approval Date:	03/21/2024
Effective Term:	FALL 2025