



SOC 265—Sociology of Asian Americans: 5 Credits
Spring 2020
11:30 to 12:20 MWTh; Tuesdays and Fridays online via Canvas

Instructor

Dr. Andrew Cho (“he”, “him”, “his”)
Office: F1-Room 64 Office hours 12:30pm to 1:20pm MWTh; online via
Canvas on Tuesdays and Fridays

Your sociology professor has a Doctorate and Master's Degree in Sociology from the University of Washington and a Bachelor's Degree in International Business and Marketing, also from UW. Since 1994, he has taught sociology as well as multicultural and race relations courses at South Seattle C.C., Shoreline C.C., Seattle Central C.C., and the University of Washington as well as TCC. In addition, he has written an article on “Slavery Reparations” that was published in the *Encyclopedia of Race and Ethnic Relations*. His most recent publications are “Not in My Hood: Identity, Crime, and Policing in Seattle’s International District” appearing in the book *Asian/Americans, Education, and Crime* and “Navigating Weird Comments, Stereotypes, and Microaggressions as Southeast Asian American Faculty in a Predominantly White College” co-authored with Professor Men and appearing in *Racial Battle Fatigue in Faculty: Perspectives and Lessons in Higher Education*.

Contact Info

Office Phone: 253-566-5355

Through the Soc. 265 course homepage on Canvas, you can e-mail me. E-mail is the best way to get a hold of me.

Please do not e-mail me through the regular TCC e-mail system. If you e-mail me through the course page via Canvas, it will be much easier to track.

**Learning
Community**

VISION STATEMENT

S.T.A.R.S. (Students Together Achieving Rising Statuses) is a multi-quarter learning community that was created particularly with students of color in mind. This learning community is about the exploration of your complex and unique self-identities. We will focus on your racial and ethnic self-identities as they intersect with your gender, sexual orientation, and social class. The identity-based curriculum, which indeed welcomes all students, is taught by faculty of color who will serve as models and mentors for academic success. The ultimate goal for this learning community is for you to use what you have learned through your self-explorations to determine

how you will navigate your college experience and eventually become change agents in your communities.

**Catalog
Description**

This course explores the socio-historical experiences of Asian American groups. We will investigate the history of Asian immigration to the United States, discriminatory and anti-Asian legislation, factors influencing social inequality amongst Asian American ethnic groups, issues of race, class, gender, and family, and contemporary sociological issues of Asian Americans.

Overview

Asian Americans comprise the largest racial minority group in the state of Washington and have a population that is growing tremendously in the Puget Sound area. Many sociology textbooks often neglect the experiences of Asian Americans while mainstream media continues to perpetuate stereotypes of people of Asian ancestry.

Even textbooks with a multicultural focus often merely skim over the contributions and sociological experiences of Asian Americans and concentrate primarily on bimodal views of Black-White race relations in America. This course will offer students the opportunity to learn more about the "invisible minority".

**Special Spring
2020 Focus**

Both of your professors for this LearningCommunity come from refugee families. Professor Men's background is from the era of the Khmer Rouge and the Cambodian "Killing Fields". Dr. Cho's family fled the oppressive military regime in Burma. Thus, for this particular Learning Community, there will be a special emphasis on Southeast Asia and the Southeast Asian refugee experience.

**Instructional
Methods Used**

I understand that each student learns and operates more or less effectively depending on the individual's learning style. Some are oral learners, some are visual, and some are kinesthetic/tactile and learn from hands-on activities. Some work better alone while others work best in groups. I want to provide opportunities for you to work in all of these modes so that you can operate from your strengths and also stretch yourself to operate outside your comfort zones.

A combination of lecture, group discussion, small group work, short writing assignments, handouts, videos, and Canvas will be used during the quarter.

**Textbooks &
Supplemental**

To save you money but also provide an optimal educational experience, most of the class materials will be free Open Resource articles and pdf files from

Materials

journals that TCC students have access to. But there are two low-cost textbooks as well:

Maw-Naing, T. and Y.M.V. Han. *A Burmese Heart*. ISBN: 0996225404

Phan, Aimee. *The Reeducation of Cherry Truong*. Picador Press, ISBN: 978-1250024022

Assignments/ Grading

1.) Canvas Writing Assignments, In-class Assignments, and Short Quizzes (300 points): Your active participation is vital to the overall success of the class; **be prepared to discuss the readings and topics for each day.** This does not mean I expect you to continually raise your hand and offer to talk in front of the whole class. Your participation will also be from small group discussions and from short in-class activities or other short research assignments that I will assign from time to time during the course of the quarter. Also, I do not grade on attendance. However, if you are not present in class, you obviously are not participating for that day. Thus, please make every effort to come to class and be on time.

Each week, you will have writing assignments to be completed via Canvas. We will also have some short quizzes based on the readings as well as some in-class assignments.

Late assignments will not be accepted.

2.) Final Project -- Teaching Demonstration or Video Presentation (100 points): For this project, you will work in small groups of 2-3 persons. Your group must choose a contemporary sociological issue concerning Asian Americans and either:

1.) Perform a live teaching demonstration of that topic for the class in a 10-12 minute time period. Be creative in the way your group presents the information to the class; you can choose to do a play or skit, role play, debate, web page, newspaper, etc...

or

2.) Make your own Youtube or spoken word or rap video or other creative video based on the sociological topic that you chose and then present it to the class.

Each student will also turn in their own, individual 5+ page research paper related to their topic. Further instructions will be provided in a handout after the midterm.

Teaching presentations and videos will be conducted on Wednesday, June 3 and on Thursday, June 4 during class time.

4.) Extra credit points (up to 10 points maximum): For extra-credit, you may write a research paper on a subject or topic related to Asian Americans. Or, you may visit some of the community-based organizations or the Wing Luke Asian Museum in Seattle’s Chinatown-International District. Ask me about attending one of these places and writing an analytical reaction paper for extra credit.

Grades will be given based on how many points you earn:

Assignments	300 points
Final Presentation	<u>100 points</u>
	400 Points

Grading scale

At any given point in the quarter, you should have a good idea of what your approximate grade is based upon how many points you have earned. Or if you are unsure, just ask me and I will let you know where you stand. In cases where your percentage is not at a whole percent and your points earned falls in between the grades, I will take into consideration your improvement during the quarter and your overall contributions to the class, particularly your role in small group work and preparation for each session. Then, I will determine whether or not to give you the higher or lower grade. The final grading scale is

Percentage	Points	Grade
94 and above	376 to 400	A
90 to 93	360 to 372	A-
87 to 89	348 to 356	B+
82 to 86	328 to 344	B
78 to 81	312 to 324	B-
75 to 77	300 to 308	C+
71 to 74	284 to 296	C
67 to 70	268 to 280	C-
64 to 66	256 to 264	D+
61 to 63	244 to 252	D
60	240	D-
59 and below	239 and below	E

Academic Dishonesty

Policy on plagiarism: Students at Tacoma Community College are expected to be honest and forthright in their academic endeavors. It is the official policy of Tacoma Community College that cheating, fabrication, and other forms of academic misconduct are grounds for disciplinary action under the Code of Student’s Rights and responsibilities. This could range from using somebody else’s idea or words without proper citation to turning in a paper that you did not write. **If you are found to plagiarize or cheat on an exam, you will receive a 0.0 for the class.** If you are unsure how to cite, please see

me.

The complete Administrative Process for Academic Dishonesty is available on the TCC website at <http://www.tacomacc.edu/abouttcc/policies/administrativeprocedureforacademicdishonesty/>

Students with Special Needs. All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact the Access Services office in Building 7 (253-566-5328). They will require you to present formal, written documentation of your disability from an appropriate professional. When this step has been completed, arrangements will be made for you to receive reasonable auxiliary aids or services. The disability accommodation documentation prepared by Access Services must be given to me before the accommodation is needed so that appropriate arrangements can be made.

Reasonable Accommodations for Religion/Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy webpage](#).

Course Calendar

Weekly schedule

Week 1: Introduction to the Sociology of Asian Americans (March 30-April 3)

What is sociology?

Who is an Asian American? Who defines this term?

Where do Asian Americans fit in American race relations?

What's the difference between an immigrant and a refugee?

Reading: *A Burmese Heart* Chapters 1-5.

Week 2: History of Asian Immigration to the United States (April 6-10)

What were the different waves of Asian immigration?

What were the push and pull factors that facilitated immigration?

In what order did the different Asian ethnic groups immigrate?

How did World War II affect the various Asian ethnic groups in America?

What events prompted the Refugee Movement from Vietnam, Laos, and Cambodia?

In the U.S., we refer to the “Vietnam War.” Many Southeast Asians refer to the same conflict as the “American War.” In what ways do the two perspectives differ?

Who are the Hmong?

Reading: 1.) *A Burmese Heart* Chapters 6-10.

2.) Fike, D. C.; Androff, D. K. “The Pain of Exile”: What Social Workers Need to Know about Burmese Refugees. **Social Work**, [s. l.], v. 61, n. 2, p. 127–135, 2016.

Week 3: The 1947 Assassination of Aung San; The 1962 Coup D’état; Refugees from Burma (April 13-17)

Why do some people call the country ‘Burma’ and others call it ‘Myanmar’?

Why did people flee Burma?

How did refugees from Burma come to America? What other countries did they go to?

Reading: 1.) *A Burmese Heart* Chapters 11-15.

2.) Koh, L. C.; Liamputtong, P.; Walker, R. Burmese refugee young women navigating parental expectations and resettlement. **Journal of Family Studies**, [s. l.], v. 19, n. 3, p. 297–305, 2013. DOI 10.5172/jfs.2013.19.3.297.

Week 4: The Killing Fields; Refugees from Cambodia (April 20-24)

What were the Killing Fields?

Who was Pol Pot?

How did refugees from Cambodia come to America?

What challenges do Cambodian refugees face?

Readings: 1.) *A Burmese Heart* Chapters 16-20.

2.) Hinton, D. *et al.* Normal Grief and Complicated Bereavement Among Traumatized Cambodian Refugees: Cultural Context and the Central Role of Dreams of the Dead. **Culture, Medicine & Psychiatry**, [s. l.], v. 37, n. 3, p. 427–464, 2013.

Week 5: Generational Trauma (April 27- May 1)

How does trauma affect latter generations of refugee families?

Reading: 1.) *A Burmese Heart* Chapters 21-24.

2.) Field, N. *et al.* Parental styles in second generation effects of genocide stemming from the Khmer Rouge regime in Cambodia. **Attachment & Human Development**, [*s. l.*], v. 13, n. 6, p. 611–628, 2011.

No class on April 29—Educational Planning Day

Week 6: (May 4-8) Vietnamese Refugees

Who were the “Boat People”?
Why did people flee Vietnam?
What were the “Reeducation Camps?”

Reading: 1.) *The Reeducation of Cherry Truong* Chapters 1-3.

2.) Phan, L. T.; Rivera, E. T.; Roberts-Wilbur, J. Understanding Vietnamese Refugee Women’s Identity Development From a Sociopolitical and Historical Perspective. **Journal of Counseling & Development**, [*s. l.*], v. 83, n. 3, p. 305–312, 2005.

Week 7: Gender Differences (May 11-15)

How has the refugee experience been different for Southeast men and women?

Reading: 1.) *The Reeducation of Cherry Truong* Chapters 4-7.

2.) Nghe, L. T.; Mahalik, J. R.; Lowe, S. M. Influences on Vietnamese Men: Examining Traditional Gender Roles, the Refugee Experience, Acculturation, and Racism in the United States. **Journal of Multicultural Counseling & Development**, [*s. l.*], v. 31, n. 4, p. 245, 2003.

Week 8: Begin Working on Final Presentations (May 18-22)

Reading: 1.) *The Reeducation of Cherry Truong* Chapters 8-10.

2.) Matsuoka, J. K. Differential Acculturation among Vietnamese Refugees. **Social Work**, [*s. l.*], v. 35, n. 4, p. 341–345, 1990

Week 9: Final Presentations Continued (May 25-May 29)

No class on Monday, May 25—Memorial Day

Reading: *The Reeducation of Cherry Truong* Chapters 11-12.

Week 10: Final presentations in Class (June 1-5)

Classroom Policies

This course is focused on the socio-historical and contemporary sociological experiences of Asian Americans and particularly Southeast Asian refugees. The course is structured to involve you in assignments and activities which require you to understand and think critically. You are in no way required to agree with the readings, with other students, or with the instructor. If you do not agree with something that is written or being said, do not hesitate to challenge it! Many of these issues are complex and have multiple perspectives. However, you must be respectful, tolerant, and open to each other. The students in the class come from diverse backgrounds and oftentimes, there is no “right” viewpoint.

I am committed to establishing a welcoming classroom environment, free of discrimination and flowing with the pursuit of intellectual thought. This classroom should be a rich environment for the pursuit of learning and intercultural communications. You are invited and encouraged to share personal experiences. Your voices are valued and your experiences are meaningful. If students feel uncomfortable for any reason, please speak to me so that we can find an amenable solution.

For the courtesy of other students and the instructor, **cell phone use is not permitted in class**. Please turn off cell phones before coming to class. If you are in a situation where you need to have your phone on for some reason, please let me know before class begins. If your cell phone rings during class, if you are talking on your phone during class, or if you are text messaging or using your cell phone in class in any way, you will be required to either 1.) present a 15 minute presentation to the entire class on an article of your choice related to Asian Americans from a current sociological journal 2.) write a 2-page critical analysis of the article. Failure to do this will result in zero participation points for the quarter.

You may use your laptop computer in class for academic purposes related to this course only. If you bring a laptop to the class and at any time are checking your personal e-mail, your Facebook page, Twitter account, Instagram, playing games, etc... you will be required to submit a **10-15 page** research paper on a sociological issue of your choice, using at least 6 sociological academic journals. Failure to do this will result in **zero homework/participation** points for the quarter. Using your laptop for personal use during class time is detrimental to your other classmates and the instructor.

Classroom Concerns/Disputes

If you have questions or concerns about this class or me, please come to talk with me about your concerns. If we are unable to resolve your concerns, you may talk next with the Chair of the Program/Department, Dr. Craig

Cowden, Building F2. The Chair can assist with information about additional steps, if needed.

Caveats

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent

**Program Learning Outcomes—
Social Sciences**

. Upon completion of the Social Sciences courses, students will be able to:

- 1. Demonstrate knowledge of some major empirical findings of the social sciences.
- 2. Demonstrate an understanding of some of the concepts, theories, and methods used within the social sciences to understand human behavior/events.
- 3. Objectively identify some social variables that have shaped one's own point of view.
- 4. Engage with or accurately represent a point of view that is different from one's own.
- 5. Apply concepts and tools from the social sciences to explain or analyze a social phenomenon, process, event, conflict, or issue.
- 6. Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media).
- 7. Present social science information according to appropriate academic standards.

Detailed Course Outcomes

1. Illustrate how race, class, gender, and family intersect throughout the Asian American experience.

PLO: 1, 2, 5

2. Synthesize the manner in which history and discriminatory legislation affect the present-day social position of Asian American ethnic groups.

PLO: 1, 2, 5

3. Discover a personal awareness of the inequities in our society and the consequences that differences in race and ethnicity have for various communities and individuals within our society.

PLO: 3, 4, 5

4. Demonstrate the ability to communicate effectively in a multi-cultural setting.

PLO: 4

5. Interpret the similarities and differences between the experiences of the various Asian American ethnic groups, newer immigrants, refugees, and American-born Asians.

PLO: 1, 2, 5

6. Demonstrate the ability to understand and tolerate different viewpoints and behaviors.

PLO: 3, 4

7. Recognize the diversity of Asian Americans and the validity of cultural pluralism and be willing to accept alternative beliefs, manners, customs, and lifestyles.

PLO: 3, 4

8. Demonstrate a desire to resolve conflicts and inequalities arising from stereotyping, prejudice, and discrimination.

PLO: 3, 4, 5

9. Utilize technology to research, evaluate, and present information from social science journals, popular media, and periodicals related to the socio-historical experiences of Asian Americans in order to gain a better understanding of sociological issues facing those of Asian ancestry.

PLO: 5, 6, 7

10. Apply concepts and tools from sociology to explain or analyze sociological phenomena and issues related to Asian Americans.

PLO: 1, 2, 5, 6