

**COURSE TITLE:** Introduction to Asian Pacific American Studies

**COURSE NUMBER:** APAM 1117.01-02

**SECTION TIMES/DAYS:** TR 1:45 pm – 3:25 pm/3:40 pm-5:20 pm

**INSTRUCTOR:** Andres

**CORE REQUIREMENT:** Fulfills the STUDIES IN AMERICAN DIVERSITY

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

Relying on an interdisciplinary reading list and a comparative framework, this course will provide a survey of the Asian Pacific American (APA) experience in the United States. The first part of the course will examine the history of APAs from their arrival to the United States during the mid-nineteenth century to the 1960s. While recognizing the unique historical experiences of each of the major APA groups, this part of the course will focus on the following themes that permeate the “first-wave” experience: the role of imperialism in shaping the conditions of emigration in Asia and Pacific Islands, the development of agrarian and industrial capitalism in the United States and Hawaii, the politics of race and ethnicity in the building of the nation, and the role of U.S./Asia international relations in shaping the APA experience. The first part of the course will end with the examination of World War II and the Civil Rights Movement—two historical events that fundamentally changed the social realities of APAs and ushered in the contemporary experience. The second part of the course will examine the contemporary APA experience from a topical perspective. The topics for this semester include identity and gender politics, new immigrant communities, economic integration, and political mobilization.

**STUDENT LEARNING OUTCOMES**

A critical understanding of the historical contributions of Asian Pacific Americans in the development of U.S.

Appreciation of the ethnic and social diversity of APAs in contemporary America.

Appreciation of contemporary APA social movements, cultural production, and identity formation.

**PREREQUISITES/RECOMMENDED BACKGROUND:** None.

**REQUIRED TEXTS:** TBD

**COURSE WORK/EXPECTATIONS**

In-class midterm and final examinations. A 15-page research paper on the APA experience.

**History 1401/APAM 1118**  
**United States and the Pacific World**  
**Loyola Marymount University**  
**Fall 2018**

Professor Chen

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Since the eighteenth century, when merchant ships shuttled back and forth between New York and Canton, the United States has had significant exchanges and encounters with the Pacific World. Using race, class, and gender as prisms, this lower-division course will explore the ways in which the development of American histories, cultures, and societies have been transformed by Asians, Pacific Islanders, and Asian Americans from the earliest contact to the twenty-first century within transnational and comparative frameworks. Topics to be discussed will include international politics and the enactment of immigration legislations, nativist sentiments, the formation of nationalist ideals, labor and work, changing ethnic enclaves, and racial and gender discourses, among others. Students will analyze these themes and issues in light of the "opening" of the Pacific markets, the Westward expansion, and American participation in international conflicts as well as other historical events.

**Student Learning Outcomes:**

Students will acquire an understanding of the political, cultural, and socioeconomic factors that have shaped the development of the United States in light of exchanges with the Pacific World from the colonial era to the twentieth-first century; explore and discuss primary sources and secondary documents in order to synthesize and critically evaluate the information presented to develop independent points of view on issues including immigration policies, international relations, and racial discourses.

**Required Texts:**

Carlos Bulosan, *America is in the Heart* (Seattle: University of Washington Press, 1973).

Available as an e-book via the Hannon Library website

Course reader sold through Aristotext (562) 498-7100 or [www.aristotext.com](http://www.aristotext.com).

**Course Requirements:**

Attendance and Participation	10%
5 Reading Responses (1% each)	5%
Paper #1	20%
Paper #2	20%
Group Presentation	5%
Midterm	20%
Final Examination	20%

**Attendance and Participation:** Class attendance is mandatory. You are strongly advised to come to all of the sections. It is to your benefit to attend class since it will enhance your understanding of the course material and facilitate your preparation for the required assignments.

In order to earn all 10 points for this portion of the class, you must participate actively in class discussions and/or any other activities or exercises designed to heighten the learning experience. You are expected to have completed the assigned readings for each section before you come to class.

Attendance will be taken at the beginning of each class and you will be penalized for unexcused absences. If you arrive late, it is your responsibility to ensure that you get credit for the day by checking in with me at the end of the class. Every 2 late arrivals or 2 early departures are equivalent to 1 absence. For every unexcused absence, your Attendance and Participation grade will be deducted by 2 points. Exceptions will be made only under extenuating circumstances such as medical or unforeseen emergencies—written proof will be required.

**Reading Responses:** 5 sets of reading responses are due at various dates specified below in the syllabus. The class is organized along 5 thematic units and there is a reading response due for each one. You should use these specific subject matters as the guide for writing your response papers. This exercise is designed to help you think through the assigned readings on your own before we discuss them together as a class. For each set, you may choose to reflect on the readings individually or make connections between them, especially if there are two texts assigned for the same section. All response papers must be typewritten and double-spaced. Please bring hard copies to class on the days that they are due.

**Group Presentation:** You will be given an assigned topic and make a 15-minute in-class presentation by working with other classmates on **Thursday, November 29<sup>th</sup>**. The specific group assignments and issues will be distributed at least two weeks in advance.

**Writing Assignments:** The paper topics will be given out in class and posted on Brightspace at least two weeks before the due dates. **Paper #1 is due Thursday, September 20<sup>th</sup>** and **Paper #2 is due Thursday, November 15<sup>th</sup>**.

**In-Class Exams:** There will be two essay exams with the first one taking place on **Thursday, October 11<sup>th</sup>** and the second one on **Thursday, December 6<sup>th</sup>**. Study guides will be passed out two weeks in advance.

**Grade Point Scale:**

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

**Course Policies:**

**Late Papers and Reading Responses/Make-Up Exams:** Students must complete all of the required assignments in order to pass the class. Please be advised that late papers and reading responses are subject to penalty with the exception of medical emergencies and unforeseen circumstances that can be verified with written proof. Late assignments will be down-graded for each day that it is overdue, including weekends. You must take the in-class exams during the scheduled time. No make-up exams will be given.

**Academic Integrity:** Any forms of cheating and/or plagiarism will result automatically in a failing grade for the course. In addition, all such cases will be reported to the appropriate offices at the departmental, college, and university levels.

**Classroom Etiquette:** All electronic devices, including cell phones, must be turned off and stowed in your backpacks/bags as soon as you enter the classroom. If you are seen surfing the web, checking email, or texting during class, you will not receive credit for that day and it will be counted as an unexcused absence. Laptops for note-taking will only be permitted if you have a medical need—written documentation from the Disability Support Services Office will be required.

**Special Accommodations:** Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their requests to the Disability Support Services Office as early in the semester as possible. All discussions will remain confidential. Please visit [www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information.

**Office Hours:** I am always happy to help and to work with you so please feel free to come to my office hours to discuss class materials and assignments. You may also arrange for an appointment with me if my regular office hours conflict with your class and/or work schedules.

## Lecture and Reading Schedules (please note that these are subject to change)

### I. Encounters

#### Week 1

August 28 Introduction to the Class  
 August 30 Early Contacts Between the East and the West  
 Discussion: John Willis, "A Very Long Early Modern? Asia and its Oceans, 1000-1850" (Course Reader) & Selections from Marco Polo's *The Travels* (Course Reader)

#### Week 2

September 4 Impacts of Intercultural Exchanges  
 Discussion: "Chinese Emperor Decries Market Expansion in South China, 1727" (Course Reader) & Yokoi Shonan, "Evaluation of Foreign Religion, 1864" (Course Reader)  
 September 6 The "Opening" of Asia in the Nineteenth Century  
 Discussion: "American Commodore M.C. Perry Opens Up the Japanese Market, 1856" (Course Reader)  
**Reading Response #1 Due at the Beginning of Class**

### II. Transformations

#### Week 3

September 11 Manifest Destiny and the Move West  
 Discussion: "Writer J.D. Borthwick Observes Chinese Miners in California, 1857" (Course Reader)  
 September 13 Discussion: George Macartney, *An Embassy to China* & selected pages from Jo Ann Roe, *Ronald MacDonald: Pacific Rim Adventurer*

#### Week 4

September 18 The Rise of Nativism and Exclusionist Policies  
 Discussion: "Writer Ralph Waldo Emerson Excoriates Chinese Civilization, 1824" (Course Reader) & Sucheng Chan, "Shifting Chinese Immigrant Employment" (Course Reader)  
 September 20 Imperialism and American Intervention in the Pacific World  
 Discussion: "Senator Albert Beveridge Champions Philippine Colonization, 1910" (Course Reader)  
**Paper #1 Due at the Beginning of Class**

#### Week 5

September 25 Cultural and Socioeconomic Impacts of Colonialism  
 Discussion: "Hawaiians Petition the Privy Council to Halt Foreign influence in the Islands, and the Council Replies, 1845" (Course Reader)  
 September 27 Interrogating America's Trans-Pacific Ambitions

**Week 6**

October 2

Race Relations in the Pre-World War II Era

Discussion: "Indian Immigrant Inder Singh Discusses His Marriage with a Mexican Woman, 1924" (Course Reader)

October 4

Instabilities in 1930s Asia

Discussion: "Korean Congress Declares Independence from Japanese Rule, 1919" (Course Reader)

**Reading Response #2 Due at the Beginning of Class****Week 7**

October 9

Colonialism, Resistance, and Violence

October 11

**In-Class Essay Exam****III. International Conflicts and Geopolitics****Week 8**

October 16

World War II and Questions of Citizenship

Discussion: "Filipino Regiment Member Manuel Buaken Fights for Freedom, 1943" (Course Reader)

October 18

The Legacies of Japanese American Internment

**Week 9**

October 23

A New World Order: The Cold War Era

Discussion: "Congress Expands Immigration and Naturalization Rights for Asian Immigrants, 1952" (Course Reader) &amp; Xiaojian Zhao, "Immigration and Naturalization Services' Campaign Against Chinese Americans During the Cold War" (Course Reader)

October 25

Cold War Orientalism: Constructing Asianness and Americanness

**Reading Response #3 Due at the Beginning of Class****IV. Global and Domestic Changes****Week 10**

October 30

The Vietnam War and Post-1965 Immigration and Refugeeism

Discussion: "Cambodian Refugee Bun Thab Remembers the Atrocities of the Khmer Rouge, 1993" (Course Reader)

November 1

"Red China" and International Politics

Discussion: "Franklin Woo Remembers Attacks on Chinese Immigrant Leftists Who Supported Communist China (1950s), 1973" (Course Reader)

**Week 11**

November 6

Social and Political Transformations in the United States

Discussion: "Activist Amy Uyematsu Proclaims the Emergence of 'Yellow Power'" (Course Reader)

November 8

Discussion of Carlos Bulosan, *America is in the Heart***Reading Response #4 Due at the Beginning of Class**

## V. Emerging Issues

### Week 12

November 13

Visualizing Asia and the Pacific Islands

Discussion: “The Media Action Network for Asian Americans condemns Hollywood Stereotypes, 2000” (Course Reader)

November 15

Changing Interethnic Relations

Discussion: “A Government Report on the Murders of Vincent Chin and Jim Loo, 1992” (Course Reader)

**Paper #2 Due at the Beginning of Class**

### Week 13

November 20

The Impact of Popular Culture

November 22

Thanksgiving Holiday

### Week 14

November 27

The Promises and Perils of Globalization

Discussion: “Activist Malika Dutt Organizes Migrant Women in Seven Countries, 1997” (Course Reader) & Selections from Adam Minter, *Junkyard Planet* (Course Reader)

November 29

Group Presentations

**Reading Response #5 Due at the Beginning of Class**

### Week 15

December 4

The Future of U.S.-Pacific World Exchanges

December 6

**In-Class Essay Exam**

**COURSE TITLE: Contemporary Issues in Asian Pacific American Communities**

**COURSE NUMBER: APAM 2417.01/02**

**SECTION TIMES/DAYS: MW 1:45am – 3:25pm  
MW 3:40pm-5:20pm**

**INSTRUCTOR: Curtiss Takada Rooks, Ph.D.**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course examines contemporary issues facing Asian Pacific Americans—the fastest growing racial group in the United States. Using the landmark Immigration Act of 1965 as a beginning point, the course will focus on themes of immigration and settlement, economic and social integration, political and community empowerment, family and generation dynamics, and cultural and religious life. The course will take full advantage of LMU's location in Los Angeles and Southern California that is home to the largest Asian Pacific American population and provide a wide array of research opportunities to examine and understand their social lives.

**Fulfills the Understanding Human Behavior requirement of the New University Core.**

**STUDENT LEARNING OUTCOMES:**

**Students will:**

- Understand what defines a social science, including its methodologies and how it differs from other field such as humanities by examining the lived patterns and practices of APA ethnic communities and groups (e.g. women, LBGT, mixed race).
- Develop skills and practice in facilitating “difficult” conversations impacting APIA communities, while gaining public presentation skills in academic & professional settings.
- Understand theories and methodologies developed from empirical observations through both an examination of social movements impacting APA communities and through engaged learning projects working directly APA community based organizations
- Value the need to support theories and hypotheses with empirical evidence through research based discussion, debate, writing and presentation.
- Acquire research skills and knowledge of utilizing primary sources and secondary resources such as the US Census data in writing critical analyses of diversity, equality and structured inequality in the US as it relates to APA communities.

**PREREQUISITES/RECOMMENDED BACKGROUND: None**

**REQUIRED TEXTS:**

Monograph on APA Intergenerational Healthcare and Wellness (specific book TBD)

All other readings will be available through the electronic resources of the LMU Library or available through the course portal on LMUConnect.

**COURSE WORK/EXPECTATIONS:**

Students are expected to engage in vibrant classroom, team and tutorial discussion. For the bulk of the course assignments students will work in team based presentations and as a class develop a project extending their learning to the greater LMU community.



**COURSE TITLE: Introduction to Asian Pacific American Literature**

**COURSE NUMBER: APAM 2371.01-02**

**SECTION TIMES/DAYS: TR 9:55am-11:35am/TR 11:50am-1:30pm**

**INSTRUCTOR: Neelanjana Banerjee**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

A survey of Asian Pacific American writers and their literature, using critical analysis of autobiographies, short stories, novels, poetry, essays, and films.

**STUDENT LEARNING OUTCOMES:**

- Describe the major themes and tropes of Asian American literature.
- Critically engage with the strategies Asian American authors utilize to explore identity formation.
- Analyze and interpret literature as historically-situated cultural texts.
- Write critically and comparatively about the themes and tropes of Asian American literature

**PREREQUISITES/RECOMMENDED BACKGROUND:**

none

**REQUIRED TEXTS:**

*No-No Boy*, John Okada – (University of Washington Press 1978 version or 2014 E-book)

*The Woman Warrior*, Maxine Hong Kingston – (Vintage Reissue 1998)

*America is Not The Heart*, Elaine Castillo – (Penguin Books, 2019)

*On Earth We're Briefly Gorgeous*, Ocean Vuong (Penguin Press, 2019)

**COURSE WORK/EXPECTATIONS:**

The course work will be focused on reading, reading responses and in-person and on-line discussions; two short close-reading papers, a midterm and a final comparative paper.

**COURSE TITLE: Food in Asia, Asia in Food**

**COURSE NUMBER: APAM 3998.01**

**SECTION TIMES/DAYS: TR 11:50am-1:30pm**

**INSTRUCTOR: Heangjin Park**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

What does food tell us about Asia? How do we experience and imagine “Asia” through cooking and eating? The course will examine the sociocultural changes in Asia and the imaginaries of “Asia” through the lens of food. Students will develop their anthropological perspectives on food by reflecting on “Asian food,” particularly the relationship between Asia and food. We will start with reading classical texts on anthropological studies of food, which will help develop insights on how to understand human practices of eating, cooking, selling, consuming, and sharing food. In the first half of the semester, our class will focus on various foodways in Asia to understand contemporary Asian societies. We will question: what do complicated etiquettes in Chinese banquets tell us about postsocialist Chinese society? How does kimchi become a representative dish of Korean cuisine South Koreans are so proud of? How does McDonald’s adapt to Asian consumers’ eating habits and cultural orientations? In the second half of the semester, we will expand our scope to learn about “Asian” food outside Asia. We explore: how have instant ramen and sushi from Japan become global commodities? How can we contextualize the proliferation of Chinese restaurants in the US within the history of migration and discrimination? At the end of the semester, students will have chances to present their individual research on Asian food, ranging from the history of soy sauce to recent changes in LA’s Asian restaurants.

**STUDENT LEARNING OUTCOMES:**

- Students will develop critical insights on foods we cook, eat, and share every day, historical and contemporary changes in Asian societies, and the transnational flow of Asian people, products, and cultures.
- Students will be able to reflect on their everyday practices of eating, cooking, and sharing food by applying what they learn from class reading and discussions.
- Students will become familiar with social science literature, including anthropology, sociology, and history, and improve their academic reading, writing, and speaking skills.
- Inspired by class reading and discussions, students will be able to develop journalistic/creative writing or artistic projects on the themes of food and Asia.

**PREREQUISITES/RECOMMENDED BACKGROUND:** No Prerequisites

**REQUIRED TEXTS:**

*Digital copies of class readings will be available on Brightspace.*

Robert Ji-song Ku, 2014. *Dubious Gastronomy: The Cultural Politics of East Asian in the USA*. Honolulu: University of Hawai'i Press.

Judith Farquhar, 2002. *Appetites: Food and Sex in Postsocialist China*. Durham: Duke University Press.

**COURSE WORK/EXPECTATIONS:**

Attendance and Class participation (20%)

Weekly reading posts (20%)

In-class presentation on class readings (10%)

Midterm (research proposal, 20%)

Final (research paper and presentation, 30%)

**COURSE TITLE: Seminar: Korean American Experience**

**COURSE NUMBER: APAM 4450.01**

**SECTION TIMES/DAYS: MW 3:40-5:20pm**

**INSTRUCTOR: Dr. Edward Park**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course explores the connection between Korean and Korean American history from the mid-19th century to the present. The course is divided into two parts. Part I begins with a brief overview of Korean history prior to the late 19th century and proceeds to study the Japanese annexation of Korea and the subsequent Korean migration to Hawaii and to the American mainland. Part I ends with the examination of the impact of World War II and the Korean War on both Korea and the United States. Part II of the course addresses changes since the 1950s in American race relations, immigration law, and racial politics, all of which have a dramatic impact on a new wave of Korean immigrants. We'll examine the underlying reasons behind the large out-migration of Koreans, their economic participation once in the United States, and their impact on urban race relations. This part of the course continues with discussions of contemporary issues facing Korean Americans, including adjustments to American culture and society, political participation, and racial and ethnic identity. Finally, the course concludes with a study of the ongoing economic, cultural and political relationship between the Koreas and the United States.

**PREREQUISITES/RECOMMENDED BACKGROUND: N/A**

**REQUIRED TEXTS: TBD**

**COURSE TITLE:** Immigration and Los Angeles

**COURSE NUMBER:** APAM 4350.01

**SECTION TIMES/DAYS:** MW 1:45-3:25 pm

**INSTRUCTOR:** Edward Park

**CORE AREA:** American Cultures Requirement (Old Core)  
Interdisciplinary Connections (New Core)

### **COURSE DESCRIPTION/PRINCIPAL TOPICS**

This two-part course examines the U.S. immigration experience with a research focus on the Los Angeles region. The first part of the course will take a historical approach and examine the role of immigration in building the United States as a multiethnic nation. This section of the course will emphasize the role of laws and policies that differentially shaped the lives of ethnic and racial groups and resulted in dramatic and profound patterns of inequality. The second part of the course will take a sociological approach to contemporary immigration. This section of the course will be organized topically, and we will cover issues ranging from migration and settlement, cultural and language adaptation, economic mobility and political empowerment, the experience of second generation, and the continuing political debate surrounding immigration policy.

### **STUDENT LEARNING OUTCOMES**

Students will gain a greater understanding of the U.S. immigration experience and its impact on Los Angeles. Student will also conduct original research on an immigrant community in Los Angeles.

**PREREQUISITES/RECOMMENDED BACKGROUND :** None.

### **REQUIRED TEXTS**

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Back Bay Books, 1993.

Portes, Alejandro and Ruben Rumbaut. *Immigrant America: A Portrait*. 4<sup>th</sup> Edition. Berkeley: University of California Press, 2014.

### **COURSE WORK/EXPECTATIONS**

There will be an in-class midterm examination and an in-class final examination. A 15-page research paper on an immigrant community in Los Angeles is also required.

**COURSE TITLE: Multiracial Americans in the American Imagination:  
Revelations, Resilience & Transformations**

**COURSE NUMBER: APAM 4451.01:**

**SECTION TIMES/DAYS: MW 3:40pm – 5:20pm**

**INSTRUCTOR: Faculty**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

The election of Barack Obama – a mixed race man raised in a Asian Pacific environment – has led many to declare a “post-racial America.” What does this mean and what is the basis of this claim? How does America “imagine” him? Is he African American? Is he bi-racial? Is he both or neither? Employing an interdisciplinary approach this course uses social science, fiction and film to examine the notion of Multiracial Americans through the lives and families of Asian Americans of mixed race ancestry. Specifically, we explore 1) the conceptual meanings of race, ethnicity and culture in U.S. society, 2) ethnic communities and the relations among communities of color, the white majority group and other non-white minority groups, 3) the ways in which multiracial American persons imagine themselves, 4) how America imagines them, and lastly, 4) we will examine the roles played by multiracial persons and their families in the formation and maintenance of ethnic communities, along with the creation of “multiracial communities.”

**STUDENT LEARNING OUTCOMES**

Students will gain a greater understanding of multiracial identity development; derive a more critical understanding of race, ethnic and culture within U.S. society; develop a deeper appreciation for the ethnic, class, gender and generation diversity of both Asian Pacific and African Americans; practice research design and presentation skills; team work; and obtain a greater appreciation of Asian Pacific and African American literary and cultural expressions

**PREREQUISITES/RECOMMENDED BACKGROUND: None Specific.**

**REQUIRED TEXTS**

***Making Multiracials: State, Family and Market in Redrawing of the Color Line***, DaCosta, Kimberly McClain. (2007)

***Eurasian: Mixed Identities in the US, China & Hong Kong***, Teng, Emma (2013)

***Mixed: An Anthology of Short Fiction on the Multiracial Experience***. Prasad, Chandra (2006)

***Southland***, Revoyr, Nina (2003)

Selected readings provided via **PDF or on reserve**.

**COURSE WORK/EXPECTATIONS**

Readings: All assigned readings should be read prior to the beginning of each class period.

Class participation: Class will be a combination of lecture and class discussion. Students are expected to participate in the in-class discussion, as well as prepare several short writing and/or in-class assignments. Group Research Project & Presentation: Students will have the opportunity to design, conduct and write up a research project on multiraciality and prepare a 15-20 minute presentation on their research to the class. Format is open. Examinations: The class will feature one take home examination and a final.

Class will **feature guest speakers** (panels) of scholars, writers and actors of mixed race ancestry.

**COURSE TITLE:** Asian American Visual Culture & Art

**COURSE NUMBER:** APAM 4870.01

**SECTION TIMES/DAYS:** T/Th 6:00 pm – 7:40 pm

**INSTRUCTOR:** Prof. Chau

**CORE AREA:** Interdisciplinary Connect

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

Asian Americans have been major contributors in the development of American culture and in its various art circles. This course offers a critical examination of Asian American visual culture and artistic expressions, focusing on American artists of Asian descent in the early 19<sup>th</sup> century to present. In this course, we will explore how Asian American artists actively engaged in aesthetic interactions and artistic expressions. We seek to ask the following questions: in what ways have Asian American artists themselves been cultural translators, transmitters, and interpreters of the American experience? How does visual culture inform viewers about Asian American history and the social practices of that particular time? How have artists interpreted the lived experience of Asian Americans through visual culture across time and generations? Rethinking Asian American art and contemporary American culture, our discussion focuses on the tensions among history, memory, and performance.

**STUDENT LEARNING OUTCOMES:**

- Students will be introduced to various Asian American artists and develop understanding for individual and group difference in their interaction with others
- Students will be exposed to the most important works of Asian American art and architectural monuments
- Students will examine various Asian American artistic expressions, architectural, and cultural pursuits related to the development of American culture and its various art circles
- Students will be able to identify important narratives and artworks in Los Angeles museums related to Asian American experiences
- Students will analyze primary sources, both textual and visual in their historical contexts

**PREREQUISITES/RECOMMENDED BACKGROUND:** None.

**REQUIRED TEXTS:** Selected PDF articles on Brightspace.

**COURSE WORK/EXPECTATIONS:**

**PROJECT:** 30%

**MIDTERM:** 25%

**FINAL:** 30%

**CLASS PARTICIPATION & DISCUSSION:** 15%

**Course Title: Filipino American Experience**

**Course Number: APAM 4453**

**Section Times/Days: TR 6:00pm-7:40pm**

**Instructor: Professor Joseph Bernardo**

**COURSE DESCRIPTION/ PRINCIPAL TOPICS:**

The study of community formation of U.S. Filipinos requires a critical analysis of the “special relations” between the U.S. and Philippine state, race formation in the U.S., and the global movement of labor. This course approaches the study of Filipinos in America utilizing several focused themes including imperialism & “Manifest Destiny”, racialization in the U.S. context, and the production of community and culture as well as the continuing Filipino Diaspora. While focusing on the three main waves of immigration, we will explore many contemporary aspects of the Filipino American community using relevant resources and theoretical approaches including topical speakers, multimedia and field trips.

**STUDENT LEARNING OUTCOMES:**

In this class, our goal is to gain skills in critically analyzing a diverse set of materials and methodologies in existing scholarship of, by, and about Filipino Americans. Students will gain knowledge of the disciplines within the social sciences and humanities including methodologies, theories and concepts of analysis as well as be able to take the analytical tools presented in the class and apply them in positive ways to achieve a more equitable and just society.

**PREREQUISITES/ RECOMMENDED BACKGROUND:** None

**REQUIRED TEXTS:** TBD

**COURSE WORK/ EXPECTATIONS:** TBD

Students are expected to attend every lecture, read assigned materials, be prepared to discuss readings and develop their ability to articulate their point of view.