

APAM 2417(01) - SS: Contemporary Issues of Asian Pacific Americans

CRN #: 76061

TR 9:40 – 11:10a, UNH 3324

online Zoom for the first 2 weeks of the term & then in-person

Link: <https://lmu.zoom.us/j/86983050096>

NOTE: Rather than a syllabus, this should be called “The Class Map,” which you must constantly consult, lest you get lost and remain lost! Read this first to answer your questions and ask me if the answer is not here or clear. Bear in mind that when students ask questions that show they didn’t read the syllabus or listen or catch up from absences, that counts against my overall impression of you and your participation-effort, which is graded in this course. Any part of this syllabus – especially under a global pandemic – is subject to change, although the professor will let you know at all times.

Nadia Y. Kim, Ph.D.

Full Professor, Sociology

nkim1@lmu.edu or nyk888@gmail.com (gmail’s preferred)

310.338.2810

Office: Univ. Hall (UNH) 4315

Office hours: Fri 1:30 – 2:45pm *and* by extra appt. on same/other days - always on Zoom, office hour link here: <https://lmu.zoom.us/j/82067506073>

*Class website: see Brightspace (has all assignments, grades, this is where students post, etc)

*Flag: Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS

This multidisciplinary course engages the disciplines of sociology, ethnic studies, American studies/history, global gender/feminist studies, and critical race theory to provide students with an understanding of contemporary Asian Pacific American community issues. More specifically, this course explores issues of immigration, diaspora, intersectionality, economic integration, generational dynamics, and (popular) cultural and religious life. Moving beyond reductive, homogenizing stereotypes of Asian Americans – such as of the “model minority,” which did not predict such phenomena as the wave of anti-Asian Covid-19 racism or of disproportionate rates of Covid-19 contraction and hospitalization for Pacific Islander Americans – we will explore different social theories and research findings that explain the current status of Asian Pacific Americans. As a grasp of Asian Pacific American communities is not possible without understanding US relations with the country of the ancestors or from whence the first generations came, this course always considers advanced globalization (global neoliberal capitalism), (neo)imperialism and (neo)colonialism, diaspora, transnationalism, and the power of Kpop/Khop. In addition to these macro-level forces, we will address issues of agency and pushback, such as fighting anti-Asian Pacific American environmental racism, the gendered policing of daughters, and using hip hop to resist. By way of this course, students will be encouraged to become participant-observers and their own social theorists in relation to Asian Pacific American communities.

STUDENT LEARNING OUTCOMES:

- Will know the brief histories and contemporary situations of Asian Pacific American communities as case studies
- What “transnational/diasporic” is and how it reflects the current world we live in
- Will identify and understand how people’s global situations and migrations shape APAs in their everyday (gendered) lives, families, workplaces, romance
- Will identify and understand the intersection, interrelation, and interaction (i.e., the “relationality”) between race, gender/sexuality, class for APAs, also within a larger matrix of domination
- Understand all of the above in relation to inequality/injustice, capitalism, ideology, discourse, resistance, and various levels of culture, including pop culture (e.g, music like Kpop, hip hop, etc)

***As part of this course, we will periodically be caravanning to immigrant ethnic towns, while one major assignment will ask you to engage with an AAPI community organization (could be campus-based). As such, students who are not mobile or are not capable of being in fully outdoor places will need to speak to me at the very start of the term.**

REQUIRED TEXTS

If you choose not to purchase the books, all – except *Global Woman* – are available as ebooks via Hannon Library. *Global Woman* – and all readings that are *not* our required texts – are on Brightspace. Bring the book and/or the printed readings (or your detailed notes) to each class. You will need them in classes that ask students to discuss.

Ehrenreich, Barbara & Arlie R. Hochschild. 2003. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books.

Espiritu, Yen Le. 2003. *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*. Berkeley: University of California Press.

Das Gupta, Monisha. 2006. *Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the US*. Durham: Duke University Press.

Kim, Nadia. 2021. *Refusing Death: Immigrant Women and the Fight for Environmental Justice in L.A.* Palo Alto: Stanford University Press.

Trask, Haunani-Kay. *From a Native Daughter: Colonialism and Sovereignty in Hawaii* (2nd edition). Honolulu: University of Hawaii Press.

FOUR-CREDIT HOUR POLICY

At Loyola Marymount University, **one credit hour** is defined as a minimum of 3 hours of work by an average student per week for a 15-week semester. That means that a 4-unit class (like ours) must average a minimum of 12 hours of work a week and a **minimum total of 180 hours of work for the semester (inclusive of class contact time)**. This course meets twice a week for one hour and a half each and **expects a minimum of 12 hours per week on class-related assignments**.

GRADE PERCENTAGE BREAKDOWN:

Course Attendance/Participation	15%
Quizzes	10%
Exam 1	25%
Paper	25%
Final Exam	25%

GRADING SCALE for all assignments and final term grade, unless otherwise specified

A+: 100-99	C+: 79.74-77.75
A : 98.99-92.75	C : 77.74-72.75
A-: 92.74-89.75	C-: 72.74-70
B+: 89.74-87.75	D : 69.99-60
B : 87.74-82.75	F : 59.99 and below
B- : 82.74-79.75	

COURSE REQUIREMENTS**(1)Engaging Class Time, Reading, Quizzes**(a) Attendance/Participation (15%):

I will be tracking attendance & participation, but will make reasonable accommodations given the pandemic (see below). For in-person class, given soaring covid/omicron rates, all students – including the prof – are expected to wear a mask **over one's nose and mouth** *at all times*. Anyone who does not conform to this public health/safety rule that saves lives will be removed from class and dropped from the course. Please bring multiple types of masks to each class in case any get lost, rip, etc. For the first two weeks when we are on zoom, especially for getting to know each other at the start of the term, everyone's cameras must be on (just as the prof's has to be on), save for quick bathroom and other breaks (especially since someone can just nap or leave while cameras are off). If there is some kind of emergency that requires students' cameras to be off for lengthy periods of time, they should be highly active in the chat or verbally without video. After each class for which readings and/or participation are important, you will receive a numeric grade out of 10 possible points each session. E.g., For class sessions where there is a great deal of participation (when I don't have to lecture most of the time), students just showing up but not participating in any way is only a 5/10.

*****How you will participate:**

--listening attentively to prof and classmates, not using any electronic device throughout sessions (they must be powered off, out of sight, completely silenced) outside of devices needed for zoom; if we need devices for class to help us learn, the prof will ask you to take them out.

--demonstrating you read the readings and, at times, relevant news (talking just to talk - ie, not basing what you're saying on substance, readings, or current events - will not garner any points; it's actually a major distraction, as students say).

--being present & taking full part in in-person discussions, chat, breakout rooms, virtual class activities, games, etc.

- if you are painfully shy, you should talk to me at the term's start; also write me emails before/after each class of what you thought of readings and/or class discussion (or do so in zoom office hours).

In this class, we will refine the art of making evidence-based statements about the world using research, not making statements about universal truths based only on anecdotes or one's own individual story. Any study of society is the study of societal patterns. Of course, there will be room for us to compare research with our individual experience.

*If you choose *not* to be in class, or are regularly late, you are solely responsible for getting the announcements, notes & handouts from a classmate. Immediately make a study buddy or two, connect with folks online, and get notes, announcements, updates, etc. from them & vice versa; if you have a documented excuse, I'm happy to clarify/elaborate on the notes you get from them (please see below for what constitutes a documented excuse). I will also set up a discussion board on Brightspace to help you connect with someone(s). **To be clear, there will be no hand-holding in college: it's a disservice to you, me & society!***

***There will be two classes you can miss without any need for explanation or documented excuse – no penalty at all. You can choose to *not* use them, but if you do, look closely at your calendar & choose wisely. Thereafter, absences can be excused for the below documented reasons. Please note that 6 total unexcused absences (including the 2 freebies) means automatic dropping from the course, given the canceled classes, etc. Field trips during class time are considered regular class as well.**

Quizzes (10%):

Throughout this term, there will be 6 (or 7) quizzes, which I'll announce the day before class; you get to drop your 2 (or 3) lowest scores (because you get to drop, there are no make-up quizzes unless by term's end, you were absent due to prolonged hospitalization or something serious to that degree). These quizzes will focus on the main point, occurrences, or main terms/concepts in the reading(s) assigned for that day. If applicable, do well on your assignments & use in-class and email/office hour participation to compensate for low quiz grades.

*All descriptions of assignments/exams here are just outlines, must use actual prompts for full instructions/details.

(1) Exam 1 (25%): TAKEN 2/24/22 during entire class time – bring pens/pencils, nothing else. Will cover the 1st portion of the course. You will receive a study guide.

(2) Paper (25%): DUE 4/8/22, 630p (Must print out/proofread/fix beforehand, points deducted if not). You will write a paper that addresses themes from the course (detailed assignment to be handed out in class). Usually covers topic in fun way.

(3) Exam 2 (25%): TAKEN 4/28/22. This exam will mostly cover the final portion of the course.

READING/ASSIGNMENT SCHEDULE

One. INTRODUCTION

1/11 – [ONLINE] INTRO

1/13 – [ONLINE] INTRO – Yang, Sam. “Squid Game and the Long Shadow of American Empire.” The Real News Network, Dec. 16, 2021. [Squid Game](#)

Two. HISTORY OF US EMPIRE

1/18 – NO CLASS

1/20 – [ONLINE] Espiritu, Yen. Ch. 2 “Leaving Home” (*Homebound: Filipino American Lives Across Cultures, Communities, and Countries*. Berkeley: Univ. of California Press, 2003)

Three. HISTORY OF EMPIRE & (SETTLER) COLONIALISM

1/25 – Trask, Haunani-Kay. “Hawaiians and Human Rights” (pp. 25 start) (*From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. Honolulu: Univ. of Hawai'i Press, 1999)

1/27 – Kim, Nadia. “Racialization in South Korea, Part II: Koreans and White-Black America” (*Imperial Citizens: Koreans and Race from Seoul to L.A.* Stanford: Stanford Univ. Press, 2008)

Four. IMPACT ON THE MARGINALIZED/OPPRESSED, TOWARD RESISTANCE

2/1 – Espiritu. Ch. 6 “Home, Sweet Home: Work & Changing Family Relations” (*Home Bound*)

2/3 – Trask. “Kupa'a 'Aina: Native Hawaiian Nationalism in Hawai'i” (pp. 65 start) (*From a Native Daughter*)

Five. IMPACT ON THE MARGINALIZED/OPPRESSED, TOWARD RESISTANCE

2/8 – Kim. “Visibly Foreign & (Invisible) Subjects: Battling Prejudice & Racism” *start with pp. 170 “Antiforeigner Discrimination on the Job” & end on 198* AND pp. 202 -208 *start with “Visibly Foreign-Not American” (*Imperial Citizens*) – **[KTown tour confirmed for all sections]**

2/10 – Espiritu. Ch. 7 “‘We Don’t Sleep Around Like White Girls Do’: The Politics of Home & Location” (*Home Bound*)

Six. AAPI RESISTANCE TO SETTLER COLONIALISM & ENVIRONMENTAL RACISM

2/15 – Trask. “From a Native Daughter” (pp. 113 start) *and* “Lovely Hula Hands” (pp. 136 start) (*From a Native Daughter*)

2/17 – Kim, Nadia. “Introduction: Fighting for Breath in the Other LA” *skip section called “Biopower & Bioneglect” on pp. 26-28 (*Refusing Death: Immigrant Women and the Fight for Environmental Justice in L.A.* Stanford: Stanford Univ. Press, 2021)

Seven. AAPIs & ENVIRONMENTAL RACISM

2/22 – Kim. Ch 3 “Every Body Matters” (*Refusing Death*)

2/24 – EXAM 1 IN CLASS

Eight. BREAK

3/1 NO CLASS – SPRING BREAK, enjoy!

3/3 NO CLASS – SPRING BREAK, enjoy!

Nine. ENVIRONMENTAL RACISM & SOUTH ASIAN AMERICAN POLITICS

3/8 – Kim. Ch. 7 “The Kids will Save Us” (*Refusing Death*)

3/10 – Das Gupta, Monisha. “Introduction: Encounters” - only read to pp. 20 up until “Telling a Different Tale” – skip “Crisis in Rights: Migrancy & Citizenship” on pp. 12-16. (*Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the US.* Durham: Duke Univ. Press, 2006)

*Sat 3/12 - **toxic tour, Wilmington and Ports of LA & Long Beach** (for those who can make it)

Ten. SOUTH ASIAN AMERICAN POLITICS

3/15 – Das Gupta, Ch. 5 “Subverting Seductions: Queer Organizations” (*Unruly Immigrants*) –
***guest lecture from Dr. Das Gupta herself, students responsible for this part too**

3/17 – Das Gupta, Ch. 6: “Know Your Place in History: Labor Organizations” (*Unruly Immigrants*)

Eleven. ASIAN MIGRANT LABOR, FAMILY & ROMANCE

3/22 – Ehrenreich, Barbara & Arlie R. Hochschild. “Introduction” (pp. 1 start) *and* “Love & Gold” (pp. 15 start) (*Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books, 2003) – [**confirmed Sawtelle Japantown tour**]

3/24 – Thai, Hung. “Clashing Dreams” (pp. 230 start) *and* Parrenas, Rhacel. “The Care Crisis in the Philippines” (pp. 39 start) (*Global Woman*)

Twelve. POP CULTURE

3/29 – Yuen, Nancy W. “Hollywood’s Double Bind” *and* “Surviving Hollywood” (*Reel Inequality: Hollywood Actors and Racism*, New Brunswick, NJ: Rutgers Univ. Press, 2016)

3/31 – NO CLASS, CESAR CHAVEZ DAY

Thirteen. YOUTH CULTURE, POP CULTURE

4/5 – Maira, Sunaina, “Chaste Identities: The Eroticization of Nostalgia” (*Desis in the House: Indian American Youth Culture in New York City*. Philadelphia: Temple Univ. Press, 2003)

4/7 – Kim, Jinwon. (2018). “*Hallyu* and Korean America: Transnational Connections through Cultural Consumption in New York City.” Pp. 207-31 in *A Companion to Korean American Studies*, Shelley Lee and Rachel Joo, eds., Boston: Brill. *And*

-Oh, Chuyun. (2014). “Performing Post-Racial Asianness: K-pop’s Appropriation of Hip-Hop.” *Congress on Research in Dance Conference Proceedings*. Vol 2014: 121-25

[F 4/8, 6:30p **PAPER DUE on Brightspace**]

Fourteen. BREAK

4/12 – NO CLASS to recover from paper.

4/14 – NO CLASS, Easter Break, enjoy!

Fifteen. IMPACT OF COVID19 RACISM (& SEXISM)

4/19 – Hwang, Maria C. & Rhacel S. Parrenas (2021). “The Gendered Racialization of Asian Women as Villainous Temptresses.” *Gender & Society* 35(4):567-76

4/21 – Chen, Justin et al. (2020). “Potential Impact of Covid-19-Related Racial Discrimination on the Health of Asian Americans.” *American Journal of Public Health* 110(11): 1624–27. *And*

-Harlow, John & Mike Fricano. (2021). “A COVID Crisis Comes to Light: How UCLA Data Researchers are Revealing the True Toll of the Pandemic in Overlooked Pacific Islander Communities. *UCLA Magazine*. <https://newsroom.ucla.edu/magazine/native-hawaiians-pacific-islanders-covid-19-lab>

Sixteen. CONCEPTUAL WRAP-UP & EXAM 2

4/26 – WRAPPING UP UNFINISHED LECTURE CONCEPTS & EXAM REVIEW (from student answers on study guide)

4/28 – EXAM 2 IN CLASS

Class Policies:

- Extensions: You can turn in one written assignment – either the paper or homework assignments -- 48 hours after the stated deadline; must let me know if you’ll be using this before the original deadline. There are no extensions whatsoever on exams unless one has a formally/thoroughly documented excuse, such as (i) serious illness or (ii) personal/kin emergency or (iii) formal athletic competition ([i] must be documented by a professional’s letterhead with full contact info stating that [above] prevented student from being in class and/or turning in work on time on ____ date(s).

Please treat this class like a job, insofar as missed deadlines in the work world can mean loss of a job. At least here you’re given the due dates in advance. And it is only fair that if another student sweats and toils to get their assignment in on time, then you should too!

IMPORTANT: LMU's student health center does not provide *any* information to faculty on whether or not a student was ill. Given that one of the bases for exemption from deadlines is that a student provide a detailed physician’s note (and given the limited capabilities of our health center) you must do your absolute best to see your primary care physician (PCP) immediately if you have chronic issues or sense that you’re not feeling well and/or attend the many nearby, insurance-accepting facilities (eg, urgent cares & ERs), all of which do provide such notes. These include:

<http://www.uclahealth.org/site.cfm?id=1491> (ER too)

<http://pvmedcenter.com/>

<http://www.reliantmedicalcenter.com/>

<https://www.cedars-sinai.org/locations/urgent-care-playa-vista-171.html> (ER too)

&

Any Emergency Room, e.g.:

Marina Del Rey Hospital

www.marinahospital.com/
4650 Lincoln Blvd Marina del Rey, CA 90292
(310) 823-8911

Brotman Medical Center

<http://www.brotmanmedicalcenter.com>
3828 Delmas Ter, Culver City, CA 90232-6806
(310) 836-7001

Western State Home Health Care Agency, Inc.

westernstateshomehealth.com
301 N Prairie Ave # 511
Inglewood
(310) 672-4581

Memorial Hospital of Gardena

www.mhglax.com
1145 West Redondo Beach Boulevard
Gardena
(310) 512-6141

California Hospital Medical Center

www.chmcla.org
1401 South Grand Avenue
Los Angeles
(213) 748-2411

Good Samaritan Hospital

www.goodsam.org
1225 Wilshire Boulevard
Los Angeles

Saint John's Health Center

www.newstjohns.org
2121 Santa Monica Blvd
Santa Monica, CA
(310) 829-8731

LAC & USC Medical Center

www.ladhs.org
1983 Marengo Street
Los Angeles
(323) 226-2622

You or a friend/acquaintance/family member, etc., *must* contact me as soon as you are sick for more than one class (e.g., call/email from your phone/computer/device or someone else's) to let me know of your absence and potential lack of fulfillment of course obligations – then keep me apprised thereafter. You cannot come to me several hours after you miss a course obligation and ask to be excused without anyone having contacted me about a problem.

EXAMS

If you cannot be in class on the test dates, you should not be enrolled in this course, so please check your calendar now.

GRADE POLICIES

If you would like to contest a grade you have received, I employ a least a 5-7 day waiting period before we can discuss it. You'll need that time to read the comments or see model versions by other students and go back to the prompt, readings & lecture notes. To contest, you must provide me with a written explanation when we meet to discuss.

EARLY PAPER DRAFTS

If you want me to comment on early drafts of your essays/prospectuses, you need to give me your draft at least 8-10 days in advance in order for me to have enough time to look at it and still meet my weekly deadlines and for you to have sufficient revising time.

AMERICANS WITH DISABILITIES ACT

Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

ACADEMIC HONESTY

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process" which appears in the *LMU Bulletin 2010-2011*

(http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm.) Suggestions for preventing plagiarism are found at http://library.lmu.edu/Services_for_Faculty/Preventing_Plagiarism__links_for_faculty.htm

EXPECTATIONS FOR CLASSROOM BEHAVIOR

One of the primary goals of the course is to think critically about social structures and norms that most of us take for granted. As such, I expect that some of you may not always agree with perspectives expressed by the authors or your classmates (or me). In order to build the best possible learning environment, our class will be governed by principles of mutual respect, open-mindedness, and the ability to critique people's ideas, NOT their character. The LMU Student Affairs brochure *Disruptive and Threatening Student Behavior* (Fall 2010), states: "Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code." Also refer to LMU's *Community Standards* (http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm) for the Student Conduct Code, Section IV. D).

As an LMU Lion, by the *Lion's Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Please see the *Lion's Code* (<http://www.lmu.edu/AssetFactory.aspx?vid=30313>) for details.

Also, please do not: chat privately with your neighbors while someone is instructing. Please let me know why you come on late or leave early.

RECORDINGS: *Video or audio recording of classroom activities:* The use of technologies for audio and video recording of lectures and other classroom activities is allowed **only** with the express permission of the instructor. In cases where instructor permits it, all content is restricted to personal use only unless permission is expressly granted in writing by the instructor. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. Failure to abide by the recording policies governing this course may result in corrective action through the student accountability process.

4-CREDIT HOUR POLICY

At Loyola Marymount University, **one credit hour** is defined as a minimum of 3 hours of work by an average student per week for a 15-week semester. That means that a 4-unit class (like ours) must average a minimum of 12 hours of work a week and a **minimum total of 180 hours of work for the semester (inclusive of class contact time)**. This course meets twice a week for one hour and a half each and **expects a minimum of 12 hours per week on class-related assignments**.

EMERGENCY PREPAREDNESS

To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain.

PROF'S AVAILABILITY & CLASS COMMUNICATION/BUSINESS: As your instructor, I'm here for you. The best time to meet me is during zoom office hours but if you cannot make them, please schedule an outside appointment in advance. After class is also good for talking (before class is sometimes hard because of prep work, but brief discussion is fine). I also try to answer all email in a timely manner, within 24 hours, but high volumes slow response times! And unless there's an assignment due early in the following week, I will not answer emails over the weekend so I can focus on my family. I also expect you to respond to my questions/concerns within these reasonable time frames. You **MUST** check your best email account at

least once every single day. If you cannot check your account at least 1x/day then you'll fall behind in this course.

TECHNICAL ISSUES: Please do not use Safari for Brightspace or any Apple software for anything in this class, everything is based on a PC system.

COURSE GRADES: Broadly speaking, this is how the following grade ranges are viewed (numeric scale in parentheses):

A You did everything we could possibly ask of you and you did it extremely well. You worked very hard, greatly improved where needed, learned a great deal, and showed conspicuous thought on the material. The quality of your work was outstanding.

B You did all the work, and you did it well. You worked hard, improved your work where needed, and learned a good deal. The quality of your work was good.

C You did all the work. It is clear that you learned a number of things, though those things may not hang together in a systematic and critical understanding of the course material. The quality of your work was adequate.

D You did most of the work, including all major course requirements. You may have learned some things, but it is not clear that you really learned the material. The quality of your work was less than adequate.

F You have demonstrated an obstinate lack of effort and concern for the material. You did not complete the course requirements. You have proved unwilling to do college level work in this subject area.

(Please note that getting a good grade is also for gaining positive letters of reference, namely for continued education. I usually only write letters for those who have taken more than one class from me and who received at least an A- ; perhaps one B+ amidst mostly As or A-s.)