

ELIT24/ICS24 Asian American Literature
De Anza College
Winter 2011

This class meets Mondays and Wednesdays, 12:30-2:15 in MCC-10

Instructor: Sherwin Mendoza, mendozasherwin@deanza.edu

Office Hours and Location: Mondays 2:30-3:30 and by appointment, MCC open area

Course Web Site: <http://www.deanza.edu/faculty/mendozasherwin/elit24ics24w11/index.html>

Course Blog: <http://apalitwinter2011.blogspot.com/>

This course is an introduction to Asian American Literature. The readings emphasize three themes: problems of identity as it relates to class, gender, mixed heritages, and sexuality; politics and the history of Asian American activism and resistance; and the diversity of cultures within the Asian American community. Regardless of whether you identify yourself as Asian American or not, as a result of taking this course you should become better at describing yourself and your experience.

Here are the basic goals I have for each of you:

- 1) Become more comfortable and practiced in understanding and interacting with people from diverse backgrounds.
- 2) Learn a body of facts and analytical procedures that are generally expected of people who have taken a course in Asian American Studies.

Attendance is mandatory. All class time counts and attendance every day is required. After two unexcused absences your final grade will drop by one full letter grade. Two unexcused tardies are equivalent to an absence. Assignments turned in late with no excuse will lose one full letter grade for each class day past the deadline.

Required Texts

ICS24/ELIT24 Reader

The Latehomecomer by Kao Kalia Yang

Course Schedule

Week 1: Intros

January 3 Go over the syllabus

January 5 Census, Pre-test; Kelly Tsai; introduce *The Latehomecomer*

Unit I: Immigrant Families, Struggles and Contributions

Week 2: Historical Overview

January 10 Historical consciousness

The Latehomecomer Prologue, Part I (1-52)

January 12 Introduce Telling Your Story

The Latehomecomer Parts II and III (53-210); **Quiz**

Week 3: Immigrant Struggles and Contributions

January 15 *The Latehomecomer* Part IV and Epilogue (211-274); **Quiz**

January 17 Holiday

Week 4: You, Your Family and Historical Events

January 22 **Essay on *The Latehomecomer* due**

R. Zamora Linmark, Li-Young Lee

January 24 **Telling Your Story Groups**; Introduce Unit 2

Unit 2: Migration History

Week 5: Discrimination, Prison, ICE

January 31 Angel Island poems

February 2 Miné Okubo, Lawson Fusao Inada, Janice Mirikitani;

Quiz; Telling Your Story write-up due

Week 6: Migrant Labor and the Asian American Movement

February 7 Carlos Bulosan, Phillip Vera Cruz, Jeff Tagami, Dawn Mabalon

February 9 Karen Tei Yamashita, Daniel Tsang; **Quiz**

Week 7: Transition

February 14 **Exam 1**

February 16 Asian America after 1979; introduce analytical paper; Nellie Wong, Marilyn Chin

Unit 3: New Social Movements and Decolonization

Week 8: Community Organizing and Entrepreneurialism

February 21 Holiday

February 23 Serving the Community; **Plan for analytical paper due**

Week 9: Mainstream Media and Media from Below

February 28 lê thi diem thúy

March 2 Dong Hwan Ku, Youn Jae Kim; Bich Minh Nguyen; **Quiz**

Week 10: Colonization and Decolonization

March 7 Paul Kim, Hyun Yi Kang

March 9 Haunani Kay Trask, Mililani B. Trask

Quiz; Analytical paper due

Week 11: Telling Your Story Part II

March 14 **Telling Your Story Presentations**

March 16 **Telling Your Story Presentations**

Week 12: Final Exam

March 21 Course Wrap-up; **Telling Your Story write-up due**

Final Exam Friday, March 25 11:30-1:30

Assignments

- 100 points: In-Class Participation
 - In-class writing assignments, group work, quizzes
- 100: Blog
 - Discussion questions (20)
 - Responses (80)
- 100: Mid-term paper on *The Latehomecomer*, 3-5 Pages
- 100: Analytical paper
 - Plan for analytical paper (20), 1 page
 - Analytical paper on a poetic or fictional text (80), 3-5 pages
- 200: Community Service Learning
 - 12 hours
 - Two reflections, 1-2 pages apiece
- 200: Telling Your Story
 - Part I written (50), 1-2 pages
 - Part I presentation (50)
 - Part II written (50), 2-3 pages
 - Part II presentation (50)
- 200: Exams
 - Mid-term (100)
 - Cumulative final (100)

- 1000: Total

Grading Scale

A+	1000 or more points
A	950-999
A-	900-949
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-759
C-	700-729
D	600-699
F	Less than 600 points

Extra Credit

Up to 100 points, 20pts apiece

Attend and write up an event related to this class (see me first). Outside events might also count towards your community service learning requirement, and if you are short on your community service learning hours you should see me so that you can get partial credit from participating in other events.

Blog

The blog will be one chance for you to give direction to our classroom discussions. To get full credit you will need to post one question before the mid-term exam and one afterwards (ten points apiece) and respond to blog questions for at least ten course meetings (eight points apiece). Aim for something you're interested in and/or something that will lead to discussion. If there is more than one reading assigned you can choose to address one or more than one of the readings.

You can either e-mail me blog questions or speak with me after class. I encourage you to read your classmates' responses, and I hope that the blog has the feel of a conversation, just not entirely face-to-face. If you want you can reference previous responses or readings. Good questions (like good literary works) often address what everyone is thinking but hasn't asked about, and your questions can be about the readings, the course topics, or even the class itself

Community Service Learning

This class has a community service learning notation, and the class receives support from the Institute of Community and Civic Engagement here at De Anza College. You will be required to devote at least twelve hours to one of the community service learning projects described below. There are three general goals for the community service learning project:

- 1) Enhance your understanding of the course material through your participation in activities where you to apply it.
- 2) Participate in activities that are useful and valuable for communities in Santa Clara County.
- 3) Have fun and gather experience in working with diverse communities.

You can fulfill the community service learning requirement by participating in one of the three projects described below. You should select one of these projects before the end of the second week of the quarter. We will spend some of our class time to work on these projects.

VOICES

Here are the three basic goals of the VOICES project:

- 1) Educate the community on the history, experiences, barriers to success, and community contributions of Asian American immigrants in Silicon Valley.
- 2) Identify key policy issues and encourage action steps that facilitate the integration of Asian American immigrant communities.
- 3) Foster cross-cultural understanding among various ethnic communities.

If you select this project you will work with staff of Asian American Community Involvement as well as Helen Pong, a graduate student of Social Work at SJSU. AACI and Helen will hold a multi-media event and community discussion at a Campbell middle school in early-March to mid-March. The community discussion will include small-group discussions so that everyone will be able to speak. You can be involved in this project either by facilitating a small-group discussion or by helping to set up before the event or helping to clean up after the event. Here is the hours break-down:

Facilitation:

- 25% Training (mandatory)
- 25% Attendance at the event
- 50% Facilitation of a small-group discussion

Set-up/Clean up:

- 50% Set-up or clean-up
- 25% Attendance at the VOICES event
- 25% Attendance at another event on campus related to issues important to the Asian American community at De Anza and Santa Clara County (see me for an ok)

In addition to your participation on the day of the event you will also be required to write two reflection papers (1-2 pages apiece) that will be shared with Helen and AACI staff. The first reflection will be due via e-mail the week before the VOICES event, and you will answer this question: Why is it important to listen the voices of low-income immigrants and new immigrants? The second reflection will be due via e-mail the week after the VOICES event.

IMMIGRATION REFORM

For this project you will work with De Anza students, faculty and staff to raise awareness on campus about the need for immigration reform, with particular emphasis on supporting AB540 students. In particular, you should expand on the material from unit 2 of this course to define the concrete links between Latino students and students of Asian-descent here at De Anza. At an event on the De Anza campus in February you will provide historically-informed Asian perspectives and positions to the current debate around immigration reform and access to education.

In addition to helping out with the event in February you will be required to meet with me either individually or in a group to discuss a mini-research paper on a topic related to immigration. This mini-research paper will be due one week before the event, and it will hopefully give you a factual basis from which you can participate in the discussion. The second reflection will be due via e-mail the week after the event, and it might be shared with the students, faculty and staff we will have partnered with for the event.

INTERNATIONAL WOMYN'S DAY

On Saturday, March 5th the 2nd annual International Womyn's Day Celebration in San Jose will take place. The primary goal of this project is to build links between womyn from different communities around San Jose so that the voices of womyn will be heard and so that the needs of womyn will be met. The focus of this event will be international, so the voices and needs of immigrant and migrant womyn will be at the forefront.

The partners for this project will be primarily Latino and Filipino community organizers in San Jose. In addition to participating in the celebration you will write two reflections. The first reflection will concern the needs of immigrant and migrant womyn in Santa Clara county, needs that many who are not immigrants and migrants or even womyn will share. The second reflection will be due via e-mail the week after the event, and it will be shared with the other organizers of the International Womyn's Day celebration.

For the following assignments I will post a more detailed description on the course web site.

Mid-term Paper on *The Latehomecomer* (due January 22)

For this assignment you will write a formal academic essay that relates your own coming-of-age story with Kao Kalia Yang's.

Analytical paper on a poetic or fictional text (due March 9)

This is an assignment that you will find most often in English classes. You will write a formal essay that analyzes one of the poetic or fictional texts assigned for this class in terms of both the themes given in the course description as well as the specifically artistic qualities of the texts.

Telling Your Story (Presentations on January 24, the week of March 14; write-ups due February 2 and March 21)

This is a two-part assignment, and both parts of the assignment will include both a presentation and a write-up. In the first part you will be telling your life story directly to a small group of your classmates. In the second part you will be telling your story indirectly to the whole class by presenting something you care about and know a lot about.