The student will be able to:

1. Critically analyze and articulate concepts of race and racialization, ethnicity and ethnocentrism, social justice and equity, (de/neo-anti-)colonization/colonialism, self-determination and sovereignty, resistance to Eurocentrism, Orientalism, Judeo-Christian supremacy, and white supremacy, and other racially constructed power structures as conceptual contexts for studying Asian American histories and current issues
   a. Chinese American historical contexts; e.g., sugar making in Hawai‘i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID
   b. Japanese American experiences, including World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance
   c. Filipinx American issues, such as U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans’ equity
   e. Historical and cultural circumstances of American Pacific Islander groups, including Hawai‘ian and Chamorro (e.g., the illegal overthrow and annexation of Hawai‘i and the aftermath of cultural suppression, environmental destruction in Guam as a result of U.S. colonization)
   f. Southeast Asian American contexts: U.S. neocolonialism and the Vietnam War, refugee crises, Hmong immigration, Muslim American discrimination
   g. South Asian American histories, including vestiges of British colonialism and post-9/11 profiling

2. Identify and critically analyze relevant U.S. governmental actions, law, and policies, and their impacts on Asian Americans past and present; including, but not limited to:
   a. Immigration legislation; e.g., Chinese Exclusion Act(s) (1880ff), McCarran Walter Act (1952), 1965 Immigration and Naturalization Act, post-9/11 immigration policy, 2017 Executive Order 13769 - the Muslim Ban
   b. History of citizenship rights
   c. Historical “Affirmative Action” programs at local, state, and federal levels
   d. U.S. policy history regarding undocumented Asian Americans
   e. U.S. colonial and neocolonial intrusions abroad (the Philippines, Southeast Asia), postcolonial analysis

3. Analyze with relevant theory produced by and about Asian American communities the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion/spirituality, generation, age, and ability; including, but not limited to:
   a. Family, community, and intergenerational dynamics, social psychology of Asian Americans
   b. Politics of gender and sexuality, gender and queer theories
   c. Labor and socioeconomic class, Marxist theory
   d. Multiethnic and transnational identities, acculturation, connections to the “homeland”; postcolonial theories
Method(s) of Instruction
Reading of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary Asian American issues
Viewing/observing/hearing Asian American cultural artifacts, including art, performance, film, theater, music
Class discussion on relevant topics
Writing analytical responses to course materials
Actively engaging in social justice/service learning
Guest speakers
Field observation and field trips
Collaborative learning and small group exercises
Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations

Representative Text(s) and Other Materials
Note: Text(s) may be chosen at the instructor's discretion.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
1. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
2. Viewing and analysis, including information literacy and media regarding Asian America
3. Attending Asian American theater, film, or musical performances, or museums, and responding in writing
4. Analytical essays on readings
5. Journal entries
6. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

Discipline(s)
Ethnic Studies