

ASIAN AMERICAN HISTORY
HIST 3390 (CRN 25837– ASIA 2300 (CRN 28251)
SPRING 2024
March 18 - May 6
Online

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Session: Spring 2024
Class: On-line asynchronous
Office hours: T & TH 6– 7:30 PM or by appointment
Zoom link: <https://utep-edu.zoom.us/j/88021080552>

Syllabus

This course will examine the contributions made by Asian immigrants and their descendants to the United States economy and cultures. Readings and activities are planned to develop a critical understanding of the centuries-long presence of Asians in this country, framing this knowledge within larger intellectual inquiries regarding race, gender, sexuality, citizenship, ethnicity, and class. Such study requires an overview of imperialist expansions and colonization processes shaping the experience of Asian immigrants in the American Continent as well as an inquiry into the development of borders and borderlands. The decision to cover selected areas and periods is a pragmatic approach, allowing for a more in-depth exploration of specific historical developments within the diverse diaspora. This strategy ensures a focused and nuanced examination of the subject matter while providing students with the opportunity to make meaningful comparisons.

Important note: This course is taught under the departments and sections listed above. Students can take this course for a total of three credits. If you are enrolled twice in this course, under two different departments, or if you have taken this course under a different department, it is your responsibility to drop one section.

This is the only textbook you will need to acquire, either in electronic format or as a printed book:

Choy, Catherine Ceniza. *Asian American Histories of the United States*. New York: Beacon Press, 2022.

We will read other texts and watch audiovisual material. They are accessible through our UTEP virtual library, Blackboard and other internet sites. You may use this link to access our library and search some of the material assigned in this course.

<https://www.utep.edu/library/research/library-search.html>

Orientalism: Edward Said explained:

<https://theconversation.com/orientalism-edward-saids-groundbreaking-book-explained-197429>

Cainkar, Louise. "The Social Construction of Difference and the Arab American Experience." *Journal of American Ethnic History* 25, no. 2/3 (2006): 243–78. <http://www.jstor.org/stable/27501698>.

Gershon, Livia. "How Arab-Americans Stopped Being White." *JSTOR Daily*, June 17, 2023.

Jackson, Ashawanta. "Americanism, Exoticism, and the "Chop Suey" Circuit." *JSTOR Daily*, January 12, 2024.

Zhang, Shuoyuen. "We Won't Move." *New York Archives*, Winter 2021.

Films:

Chiang, S. Leo. *Asian Americans*. Arlington, Virginia: Public Broadcasting Service PBS, 2020.

De Castro, Naomi, and Antonio E. De Castro. *In No One's Shadow : Filipinos in America*. Center for Asian American Media, 1988.

Taylor, David Van, and Brad Lichtenstein. *Caught in the Crossfire : Arab Americans in Wartime*. Brooklyn, New York: [Distributed by] Icarus Films, 2019.

Shaheen, Jack G. "Reel Bad Arabs: How Hollywood Vilifies a People." *The Annals of the American Academy of Political and Social Science* 588 (2003): 171–93.

<https://www.youtube.com/watch?v=TPxak6lFd-I>

Hart, Jayasri Majumdar, and David Singh Dhillon. *Roots in the Sand*. Center for Asian American Media, 1998.

Our course requires discipline and dedication: finding time for your weekly reading and writing will help you gain a deeper understanding of the topics at hand and earn you the highest marks. Keep in mind that we will not meet as a class on a face-to-face basis but we will stay in contact through our group assignments. When necessary, you will have personal meetings with your professor through Zoom. Our course format allows you to manage your time and work at your own pace every day, submitting the required work by the due date and time. I would love to meet you during my office hours. You don't have to have an issue for a visit, I will enjoy a conversation with you about our class topics or your career goals, but if you have problems navigating through Blackboard, or understanding the content of our material, I may be able to assist you if you show up or make an appointment to meet with me.

Although this is an online course, I will also make an appointment with you if you feel you need to have a meeting in person.

EDGE advantages

I have designed this course in alignment with UTEP's Edge framework, which recognizes that our students bring to college their individual and collective strengths, skills, and capacities. We, instructors, are aware that our students "are talented, asset rich, and ready to succeed in the classroom, the world of work, and the global community."¹ Thus, this course will concentrate on the following Edge advantages: confidence, communication, critical thinking, teamwork, and social responsibility.

Confidence: Your confidence will be strengthened by learning new vocabulary and information that will enhance your participation in discussions that are centered on social issues. Blackboard discussions, journals, and presentations create opportunities to engage in group conversations. Your scores and feedback on your assignments will promote an awareness of your intellectual growth and other strengths.

Communication: UTEP's Edge encourages students to reach mutual understanding through the effective exchange of information, ideas, and feelings. By examining the material assigned to this class, and demonstrating comprehension of content, you will confidently engage in our class activities practicing effective communication strategies. Written assignments, team work, instructor/student meetings, and a recorded presentation will all serve to build this set of skills.

Critical Thinking: The Edge Advantage framework recognizes that "students become adept at analyzing and evaluating issues in order to solve problems and develop informed opinions." This course offers multiple opportunities to think critically since we will analyze the relationship between the history of persons of Asian descent or origin in the United States and our individual and collective past and present. While Asian American History has frequently been relegated to an invisible status in our educational systems, solving pressing social issues affecting Asian Americans and other populations require strong critical thinking skills that you will practice in this course. To that effect you will analyze research produced by scholars, compare your experiences and perspectives to those posted by your peers, and create a class presentation with a critical perspective on the issues researched in this class..

Social Responsibility: "As an Edge Advantage, social responsibility encourages students to act ethically and responsibly for the benefit of society and the public good." Your assignments include a section where you will express your informed opinion and propose solutions to problems that emerge from unequal relations of power and the historical exploitation of persons of Asian descent or origin. A reflection on your own participation in the solution of social problems will be recurrent in our weekly assignments. As part of your social responsibilities, your course evaluation is a form of civic engagement since it is seriously considered by UTEP's instructors to redesign their courses, and by our administrators in hiring and promotion processes. Hence, you will earn points towards your final grade by completing your course evaluation.

Teamwork: This Edge advantage requires that each student participates "as an effective, efficient member of a group in order to meet a common goal." Your team presentation is a project that will a) allow you to utilize various tools to increase peer interaction; b) assign roles within your team; hold virtual meetings; and, c) participate in a peer review activity.

Students can only take one section of this course under any department, regardless of the term in which the enrollment took place. Students are responsible for dropping this course or a section to avoid duplication of credits. Students can retake this course, or another section, when a failing grade for any section was recorded.

¹ All citations in quotation marks in this section are part of UTEP's edge framework: <https://www.utep.edu/edge/>

Objectives are:

- To **critically** analyze the social, cultural, and political development of the Asian American communities in a global context.
- To identify the contributions of Asian American individuals and communities to the history, economy, and culture of the United States.
- To assess the importance of Black feminists in the construction of notions of human and civil rights and intersectional systems of oppression.
- To recognize diversity in experiences derived from gender, race, and economic class differences.
- To read historical texts and documents in order to use them as sources for clear, accurate, and informed discussion (in class and in your written reports);
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.
- To reflect on strategies to become effective educators.

At the end of this course I would like my students to be able to:

- Think critically about the social, cultural, and political development of the Asian American communities.
- Recognize the contributions of the Asian American community to the economy, culture, and history of the United States.
- Understand that “race” and “gender” are social constructions.
- Understand that racism is a real social structure that determines the quality of life of residents of the United States, intersecting with other relations of power, such as gender.
- Evaluate past events and social processes as factors that shape our present.
- Develop strategies to improve independent study and academic writing skills.
- Become familiar with social science terminology.
- Determine social and individual responsibilities in the democratization of society.

Learning modules:

This course is designed following a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

Timely submission of Blackboard assignments and participation in group discussions are compulsory to pass this course.

All texts assigned for this course will be available through Blackboard, our UTEP library or other internet sites.

The reading assignments are by no means exhaustive; they will, however, provide clues to more detailed treatments of the great majority of issues and questions to be raised in the introductory course in Asian American Studies and History.

Our study of Asian American history necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about and eradicating racism and other “isms” damaging to people. Material will not be introduced in a strict chronological order.

Note that films and sections of videos will be used to heighten our appreciation of historical eras and issues. As new material is emerging, our list of resources may change.

Grade distribution

Journal	20%
Board discussions	45%
Quizzes	10%
Team video presentation	10%
Final paper	12%
Course evaluations	3%

- 90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% and below = F

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in the class is not the optimal. Missing more than five assignments, including journal entries, quizzes and discussion participation, will result in a failing grade or a withdrawal from the class. Every assignment must be proofread and processed through Microsoft Word Spelling and Grammar review system to ensure a college-level participation.

I will manage our course through Blackboard. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. When your score is not perfect, make sure you read the feedback provided by your instructor in the field titled “my grades.” If the same errors are repeatedly submitted, the rubrics applied to your work will be different, assigning a larger weight to the items in need of improvement. I will be working on a one-to-one basis with you. I develop a personal relationship with each of my students through different channels, and always on their own terms. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me through Zoom if you need face-to-face instructions.

Journal (20%)

As part of your weekly assignments, and starting the second week, you will write a journal documenting your reflections on specific items listed in the instructions and our syllabus schedule, or prompts assigned to reflect on by your professor. By thinking about and comparing issues, experiences, sources, views and course readings, you will develop well-supported opinions. Journaling is defined as an interactive learning tool because this practice allows students to reflect on ideas and experiences that bring about questions, comparisons, insights, criticisms, speculations, and tentative conclusions. Although less formal than essays, journal entries should still construct a coherent narrative, use complete sentences, cite sources, be grammatically correct, and scholarly in tone. Minimum extension per entry: 250 words. When more than one item is listed for this activity, they will be combined in one journal entry. Your journal entry and discussion texts will help you write your final paper. Save each of them in one Word file for that purpose and read my feedback, making any necessary modifications needed to write an excellent final paper. Journal scores will increase as you submit your weekly entries.

Discussion board -one original post and one peer reply every Saturday (45%)

Weekly participation in our Blackboard discussion board is required. An organized forum may encourage democratic practices as each voice has equal weight in our conversation, as long as a respectful environment is maintained. To accomplish our course objectives, read the instructions and prompt for each discussion before posting your reflection. You must submit your first response before having access to the discussion. Your first posting must indicate the sources of the information that supports your answer(s) and perspective. Students majoring in History must cite their sources following the Chicago/Turabian format, in footnotes. Students in other majors may use any academic format, such as APA and MLA, as long as the pages (or minutes in video) of the source is included along with other pertinent publication information.

Although detailed responses are encouraged and probably will yield higher quality responses, the 300 **minimum** required for the first posting is **a total that covers all prompts**. After posting your response to the prompts provided in **at least 300 words**, students will reply to another post (preferably they will not answer to previous replies so we can distribute the conversation evenly) in at least **200 words**. Students must submit their original text before reading their peers' assignments. Opening the forum before posting your first entry will result in the cancellation of your grade. Post your original text as early in the week as possible so your classmates can respond to your first submission on time. All final module activities are mandatory to pass this course.

Among the objectives of this type of assignment are practicing your argumentative reasoning skills, polishing your academic language, and sharing your knowledge with your peers. Comparing your answers to those of your peers helps you develop a critical stance of your perspectives and those presented by your classmates. "Good point" or "I agree" type answers will not earn points. All answers, including your peer replies, must be text-based and address the connections with other areas of the course or texts while examining in depth how your classmates confirm, challenge, or complicate your own argument or interpretation of the texts assigned. Do not be afraid of providing feedback, particularly if the information is inaccurate. If your score is less than perfect, read the feedback provided so you can improve your assignments and grades. I may invite you to resubmit your corrected text so you can raise your score. Follow our discussions protocols: they are basic requests to respect all opinions, use academic language, and keep in mind that ours is a scholarly forum, distant from Facebook, Tweeter and other media in scope and purpose. Late postings, when authorized, carry a 10% deduction per day, registered at the end of the course. Your journal entry and discussion texts will help you write your final paper. Save each of them in one Word file for that purpose and read my feedback, making any necessary modifications needed to write an excellent final paper.

Chicago/Turabian format (for History majors)

If you are a History major and you have never used this citation format, you still will do fine in this course since mastery is not required to complete it successfully. You will learn the basics as we go through the course if you are not familiar with it. Read my feedback so you can correct your texts, if needed. If you pay attention to my feedback, and the areas to polish are immediately corrected, you will have the opportunity to adjust your citations for a higher score. Citation is a small part of your score in each of your assignments but it is an important aspect of your training in your professional field.

Team video presentation (10%)

Teams of five students will be formed within the first week of classes. Your team will select a topic to record a class presentation. Students will meet regularly during the term to work on the planning, design

and execution phases of this project. The easiest way to record a presentation is through Zoom; however, your team may select the applications used to record and edit this assignment. Your video will have a minimum length of three minutes and the subject will be selected from a list of topics provided through Blackboard. Keep in mind that this is a short-term course and you need to keep up with your communications with your team. Your work will have a great impact on their grades. Any problem to comply with any of the deadlines must be reported immediately to your team and your instructor.

Quizzes (10%)

You will complete weekly sets of quizzes based on each module's content. The total points earned for this type of activity represents 10% of your final grade. Quizzes help you determine areas in need of review.

Final paper (12%)

Students will write a final paper discussing three major issues or patterns in the history of Asian America. Student journal entries and discussion postings should be integrated into this paper in a coherent manner, with in-text sources, using at least five primary, and five secondary sources to support your ideas. Our textbook is a mandatory secondary source. You may cite primary and secondary sources included in our reading assignments, and you can integrate credible sources outside of our reading list. Other details will be provided in our Blackboard page. Extension: Students registered in **ASIA 2300 students** will write a minimum of **1200 words**, excluding the bibliography section. Students registered in **HIST 3390**, will write a minimum of **2500 words**, excluding the bibliography section.

You will maintain your participation status mainly by submitting your work on time and contributing to maintaining a collegial environment. In-class discussions must generate respectful and meaningful conversations. Conversations will always be unfinished since our aim is to generate permanent reflection on the topics at hand and to reflect on the readings, lectures, and documentaries provided as a point of departure. Applying the most current academic terminology to describe communities, except when outdated terms are properly quoted, allows us to observe how our language has evolved to reflect new perspectives in terms of race, ethnicity, and gender relations. When in doubt about the propriety of a term, consult with your professor.

Every module assignment in Blackboard must be completed by the end of the day on Saturday (11:59 PM). Ideally, you will start your first Blackboard discussion post before Wednesday so your peers can submit their replies by Saturday.

Late work policy:

- All assignments, including forum discussions and quizzes are due on or before the assigned dates.
- Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to "View Rubric" from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their scores.

Students' responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a “W.” A failing grade may affect your financial aid status and also affect the terms of your registration. I will work with you to succeed in this course; however, consult with your academic advisor to determine if you should drop this course on time to avoid a low GPA, or meet with me to go over your grades.
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. The format to address your professor is “Dr. Chew.” Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.
- If you feel this course is not contributing to your intellectual growth, or you have any other concern, communicate with your instructor immediately so we can find ways to offer you a productive educational experience.

Technology requirements

Course content is delivered via the Internet through the Blackboard learning management system.. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to access, download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions. The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The [Help Desk](#) can provide answers to questions about using technology and services as well as technical support. Please visit the [technical support](#) page for more information.

How are we going to communicate with our professor?

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Zoom and during the times provided in our Blackboard tab at the beginning of our syllabus. I hope you meet with me during this time, dedicated to individual sessions that represent a chance to talk about the course, assignments, exams, study strategies, or whatever else you'd like to discuss. You don't have to have a problem to visit. If you find yourself having difficulty with a reading assignment, however, I definitely want to see you; I may be able to help. If these office hours are impossible for you, please let me know so that we can make an appointment for another time
- **Blackboard course messages:** We will use our Blackboard message system to communicate. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.
- **E-mail.** If I do not respond during the next 48 hours, e-mail me through our UTEP system at sachewsmithart@utep.edu When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Phone calls.** I will not have access to our UTEP phone system; therefore, this should be your last resource to contact me. When calling, please, clearly state your complete name, student id number, course number, and reason of your message. I will answer through our e-mail system within the next 24-48 hours.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other students' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a

community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements.
- o Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum).
- o Other activities as indicated in each module’s folder.

Excused absences and/or course drop policy

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” In an on-line course attendance is evaluated through participation in our forums, punctual responses to your professor’s feedback and instructions, and timely submission of assignments. See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. I may not drop you from the course; however, you may earn a failing grade if you do not complete our weekly assignments. If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not submit your request, you are at risk of receiving an “F” for the course.

Make-up work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed or will miss a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort but you will upload it once your access to Blackboard is restored.

Incomplete grade policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the

Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Scholastic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#). **Assignments already graded are subjected to revision until the end of the course and will be reported to the OSCCR if academic dishonesty is suspected.**

This class is devoted to learning and practicing important critical thinking and communication skills that cannot be substituted by generative artificial intelligence (AI). While AI has already an important role in our lives, applying it to write your assignments can counteract learning. AI may be a fantastic tool in other courses, but activities in our syllabus do not include your direct use of AI to generate your homework. AI decreases our opportunities to learn from our experiences and from each other, our ability to overcome every intellectual challenge posed in this class, and to contribute our ideas, strengthening the confidence we need to respond to real-world situations. College is a place for learning, and AI cannot do that learning for us. In sum, submitting work that was actually produced by AI, even if edited, constitutes plagiarism.

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Test proctoring software

Quizzes may require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.

- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detection software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detection software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase. Other software will be used to identify unauthorized use of Generative Applied Intelligence applications by students.

Copyright statement for course materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group Modules as well as career and disability assessments.

This syllabus may be subject to modifications.

Reading and assignments schedule

Graded weekly activities include quizzes, journal entries and forum assignments. Access every module materials at least three days per week to read and react to our course material through the submission of quizzes, discussion postings, and announcements. Although second posts must be submitted by Saturday, it makes sense to submit them on Wednesday, when the content of the items studied sparked thoughts, inspired ideas, and provided information to write your responses.

This schedule is only a guide. Specific instructions will be posted in each module. Some introductory texts or material may be added to this schedule to enhance our learning process. I will adjust our calendars to meet our class needs. If there are areas that require further review, I will add or substitute materials and graded activities.

The following symbols mark the type of activity linked to a specific material.

** J (Journal entry)

*** D (Group discussion)

Module 1: March 18 - March 23

Read: *Asian American Histories*. Preface and Introduction.

Watch: *Being Asian in America*

Submit: Introduction forum, discussion forum, quiz.

Module 2: March 25 - March 30

Census day: March 25

Read: *Asian American Histories*. Chapters 1 and 2

Watch: Chiang, S. Leo. *Asian Americans. Episode One, Breaking Ground*. Arlington, Virginia: Public Broadcasting Service PBS, 2020. 56 minutes.

Submit: Discussion forum, journal entry, quiz, selection of topic with your team.

Module 3: April 1 - April 6

Read: *Asian American Histories*. Chapters 3 and 4.

Read: Japanese American Immigration and Settlement in *Issei, Nisei, War Bride: Three Generations of Japanese American Women in Domestic Service*.

Watch: Chiang, S. Leo. *Asian Americans. Episode Two, A Question of Loyalty*. Arlington, Virginia: Public Broadcasting Service PBS, 2020. 56 minutes.

Submit: Discussion forum, journal entry, quiz, team report.

Module 4: April 8 - April 13

Read: *Asian American Histories*. Interlude and Chapter 5, “Asian Americans and Moments in People’s History”, Introduction and “Still Good at Sitting Down” in *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement*.
Watch: De Castro, Naomi, and Antonio E. De Castro. *In No One’s Shadow: Filipinos in America*. Center for Asian American Media, 1988.

Module 5: April 15 - April 20

Read: Orientalism: Edward Said explained: <https://theconversation.com/orientalism-edward-saids-groundbreaking-book-explained-197429>
Read: Jackson, Ashawanta. “Americanism, Exoticism, and the “Chop Suey” Circuit.” JSTOR Daily, January 12, 2024.
Watch: Hart, Jayasri Majumdar, and David Singh Dhillon. *Roots in the Sand*. Center for Asian American Media, 1998.
Submit: Discussion forum, journal entry, quiz, team report.

Module 6: April 22 - April 27

Read: *Asian American Histories*. Chapters 6 and 7
Submit: Discussion forum, journal entry, quiz, team video.

Module 7: April 29 - May 4

Read: Cainkar, Louise. “The Social Construction of Difference and the Arab American Experience.” *Journal of American Ethnic History* 25, no. 2/3 (2006): 243–78. <http://www.jstor.org/stable/27501698>.
Gershon, Livia. “How Arab-Americans Stopped Being White.” Jstor Daily, June 17, 2023.
Watch: Shaheen, Jack G. “Reel Bad Arabs: How Hollywood Vilifies a People.” *The Annals of the American Academy of Political and Social Science* 588 (2003): 171–93.
<https://www.youtube.com/watch?v=TPxak6lFd-I>
Submit: Introduction forum, discussion forum, quiz, final paper draft.

Module 8: May 6 (Last day of class)

Read: *Asian American Histories*. Chapter 8 and Conclusion.
Watch: Taylor, David Van, and Brad Lichtenstein. *Caught in the Crossfire : Arab Americans in Wartime*. Brooklyn, New York: [Distributed by] Icarus Films, 2019.
Submit: Introduction forum, discussion forum, quiz.

May 6 Last day of class.

May 8: final paper submission.

This syllabus is subject to modifications.

Recommended reading:

Chew, Selfa A. *Uprooting Community : Japanese Mexicans, World War II, and the U.S.-Mexico Borderlands*. Tucson, [Arizona: The University of Arizona Press, 2015.

Craig Scharlin, and Lilia Villanueva. *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement, Third Edition*. University of Washington Press, 2011.

Rudra, Geetika. *Here to Stay: Uncovering South Asian American History*. 1st ed. United States: Rutgers University Press, 2022. <https://doi.org/10.36019/9780813584065>.

Habal, Estella. *San Francisco's International Hotel: Mobilizing the Filipino American Community in the Anti-Eviction Movement*. Temple University Press, 2007.

Karuka, Manu. *Empire's Tracks : Indigenous Nations, Chinese Workers, and the Transcontinental Railroad*. Berkeley, CA: University of California Press, 2019. <https://doi.org/10.1525/9780520969056>.

Lee, Erika. *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943*. New edition 1. Chapel Hill: The University of North Carolina Press, 2004.

Ngai, Mae M. *The Lucky Ones : One Family and the Extraordinary Invention of Chinese America - Expanded Paperback Edition*. Expanded pbk ed. Princeton, NJ: Princeton University Press, 2012. <https://doi.org/10.1515/9781400845033>.

Maeda, Daryl. J. (2005). "Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness, 1969-1972." *American Quarterly*, 57(4), 1079–1103. <https://doi.org/10.1353/aq.2006.0012>

Glenn, Evelyn. *Issei, Nisei, War Bride: Three Generations of Japanese American Women in Domestic Service*. Temple University Press, 2010.

Naseem Rodríguez, Noreen. "'Caught Between Two Worlds': Asian American Elementary Teachers' Enactment of Asian American History." *Educational Studies (Ames)* 55, no. 2 (2019): 214–40. <https://doi.org/10.1080/00131946.2018.1467320>.

Okamura, Jonathan Y., Paul Spickard, Paul Spickard, and Jonathan Y. Okamura. *From Race to Ethnicity : Interpreting Japanese American Experiences in Hawai'i*. Edited by Paul Spickard. Honolulu: University of Hawaii Press, 2014. <https://doi.org/10.1515/9780824840181>.

Slack, Jr., Edward R. Orientalizing New Spain: Perspectives on Asian Influence in Colonial Mexico México y la Cuenca del Pacífico, núm. 43, enero-abril, 2012, pp. 97-127 Universidad de Guadalajara Guadalajara, México

Takaki, Ronald T. *Strangers from a Different Shore : A History of Asian Americans*. Updated and rev. Ed., 1st Back Bay ed. Boston: Little, Brown, 1998.

“Yellow Power”. *Giant Robot*, California. In *Freedom Archives*:
https://www.freedomarchives.org/Documents/Finder/DOC513_scans/Richard_Aoki/513.YellowPower.GiantRobot.article.pdf