Asian American Community Building and Social Change
Asian American Studies 540

Spring 2019

Lecture Time: Tuesday; 8:50am – 10:45am
Location: Ingraham Hall 115

Professor: Cindy I-Fen Cheng
Office Hours: Tuesday 12pm – 2pm and by appointment; 306 Ingraham Hall
E-mail: CICHENG@wisc.edu

COURSE DESCRIPTION AND GOALS

This capstone course equips you with tools to effect social change. Its focus on applied learning will embolden you to examine key social concerns with the goal of generating effective responses for the advancement of a socially just society. You will analyze some popular case studies to assess the different ways in which school administrators, student organizations, and the public have addressed concerns such as microaggression and cultural appropriation on college campuses. Together with your classmates, you will select a pressing social concern and design an action plan that recognizes both the limits of your approach as well as its possibilities for meaningful social transformation.

ETHNIC STUDIES REQUIREMENT

Asian American Studies 540 is proud to be a part of the University’s vibrant course array that fulfills the Ethnic Studies Requirement. By illuminating the circumstances, conditions, and experiences of racial and ethnic minorities in the U.S., this “e” designated course advances three goals of the University:

1) Better prepare students for life and careers in an increasingly multicultural U.S. environment
2) Add breadth and depth to the University curriculum
3) Improve the campus climate
ASIAN AMERICAN STUDIES CONCENTRATION

Asian American Studies 540 fulfills the Asian American Studies Certificate Program requirements. The Asian American Studies Certificate Program provides students with an opportunity to develop a sustained intellectual focus on Asian American racial formation, history, literature, and culture. Interdisciplinary in nature, the certificate can be obtained by completing 15 credits of coursework. The certificate program is open to any undergraduate student who has an interest in Asian American Studies. Please contact Nhung Nguyen (ntnguyen22@wisc.edu) if you are interested.

More info at: [http://polyglot.lss.wisc.edu/aasp/course/certificate.htm](http://polyglot.lss.wisc.edu/aasp/course/certificate.htm)

COURSE REQUIREMENTS AND GRADING

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Discussion Attendance and Participation</td>
<td>30%</td>
<td>300 points</td>
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<tr>
<td>2-page Response Papers [4 write-ups; 50 points each]</td>
<td>20%</td>
<td>200 points</td>
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<tr>
<td>Organizing for Social Change – Group Action Project</td>
<td>50%</td>
<td>500 points</td>
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<td>TOTAL:</td>
<td>100%</td>
<td>1000 points</td>
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COURSE POINT BREAKDOWN

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<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>925 to 1000</td>
<td>92.5% and higher</td>
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<td>AB</td>
<td>875 to 924</td>
<td>87.5% to 92.4%</td>
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<td>B</td>
<td>825 to 874</td>
<td>82.5% to 87.4%</td>
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<td>BC</td>
<td>775 to 824</td>
<td>77.5% to 82.4%</td>
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<td>C</td>
<td>695 to 774</td>
<td>69.5% to 77.4%</td>
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<td>595 to 694</td>
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<td>F</td>
<td>594 and below</td>
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COURSE POLICIES

Technology-Free Learning Environment: In order to foster a learning environment free of distractions, this is a technology-free class. Your laptops and phones must be stowed away from plain sight. Please also make sure that your phones are on silent mode. You can take notes the “old-school way,” using a pencil or pen and a notebook.

Attendance: Regular and prompt attendance, active participation, and mature attentiveness during seminar meetings are mandatory.

Readings: Please complete all required readings before Tuesday’s seminar meeting each week. Please bring your readings to each discussion section.

Honesty: https://www.students.wisc.edu/doso/academic-integrity/ Please read the university policy on academic integrity. All information borrowed from print sources or the web must be clearly identified and properly credited. Any instance of plagiarism or cheating on written assignments will result in an “F” grade for the assignment and the course.

Abilities: Any student who feels that they may need special accommodation due to a disability should contact the McBurney Disability Resource Center (http://www.mcburney.wisc.edu/) at 608-263-2741 (phone); 263-6393 (TTY); 263-2998 (FAX); FrontDesk@mcb.wisc.edu to ensure that accommodations are implemented in a timely fashion.

REQUIRED TEXTS

• COURSE READER ® is available for purchase at the University Book Store located at 711 State Street: http://www.uwbookstore.com/
COURSE SCHEDULE

WEEK 1: Introduction

T 2.22

WEEK 2: Microaggression and the University

T 2.29

Readings:

- “UCLA community should respond to viral offensive YouTube clip with civility,” Daily Bruin, March 14, 2011. http://dailybruin.com/2011/03/14/ucla_community_should_respond_to_viral_offensive_youtube_clip_with_civility/
• “Proposed GE requirement can help address climate issues,” Daily Bruin, April 26, 2012. https://dailybruin.com/2012/04/26/_proposed_ge_requirement_can_help_address_campus_climate_issues_
• “Examples of Microaggressions,” UMN School of Public Health.

WEEK 3: Cultural Appropriation and the University

T 2.5

Readings:
  https://www.niot.org/blog/uci-fraternity-suspends-itself-after-blackface-incident
• Not a Very PC Thing to Say,” The Daily Intelligencer, January 27, 2015.
• “Political Correctness: The Tyranny of ‘PC Culture’ is Real – and a Threat to Liberal Society,” Medium, June 22, 2017.
• “You can only protect campus speech if you acknowledge racism,” The Washington Post, May 25, 2018.
• Paul Lauter, “‘Political Correctness’ and the Attack on American Colleges,” The Radical Teacher 44 (Winter 2993): 34-40.

WEEK 4: What is Social Justice?

T 2.12 Response Paper 1 - Due

Readings:
• “A Short History of Thurgood Marshall College,” UCSD. 
  http://provost.ucsd.edu/marshall/40th/history/short-history.html
• “What’s in a Name? The Long Saga of Third College,” UCSD Alumni. 
  http://ucsdmag.ucsd.edu/magazine/vol7no2/features/feat4.htm
• “Who is Gender JUST,” Gender JUST, 2015.
• “Comite Familias,” 1987-88.
• “Central American Refugee Committee,” 1990-91.
WEEK 5: Race Talk

T  2.19  Response Paper 2 - DUE

Readings:
  • Derald Wing Sue, *Race Talk and the Conspiracy of Silence* (New Jersey: Wiley), 2015; Chapters 1-3, Chapter 8, Chapter 10, Chapter 13.

WEEK 6: Organizing for Social Change

T  2.26

Readings:

WEEK 7: Choosing Our Issues

T  3.5

Readings:
  • Janice Mirikitani, “Why is Preparing Fish a Political Act?”

WEEK 8: Self Reflection

T  3.12  Response Paper 3 – DUE

Readings:
  • bell hooks, *Sisters of the Yam* (Boston: South End Press), 1993; Chapters 1-4, Chapter 6, Chapters 9-11.

WEEK 9: SPRING BREAK 🎉
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<th>Week 10: Presentation of Issue</th>
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<th>Week 15: Asian Sweet Bakery Party!</th>
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<td>T 4.30 Response Paper 4 - DUE</td>
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