

Discipline Placement: Ethnic Studies (Masters Required) or English (Masters Required)

Department: English

Prefix and Number: ES/ENGL 150

Catalog Course Title: Asian Pacific American Literature and Cultural Expression

Banner Course Title: Asian Pacific American Literature and Cultural Expression

Catalog Description

Informed by conceptual frameworks, such as institutional oppression, immigrant survivalism, racial, gender and sexual identity, this course analyzes the cultural expressions and literature written by American authors of Asian and Pacific Island descent, ranging from China, Japan, Korea, India, South East Asia, Micronesia, Polynesia and other islands. Course material will encompass the literary and cultural achievements represented in a variety of genres, including memoir, fiction, poetry, drama, ethnographic studies, graphic novels, film, and others, and will present a mosaic of stories representative of the Asian Pacific Island Desi American (APIDA) experience.

Course Content:

This course examines key Ethnic Studies concepts through the lens of the Asian Pacific Island Desi American (APIDA) experience and represents a sampling of 150 years of historical narratives that encompasses diverse geographies, politics, languages, religions, journeys and experiences. In order to understand these varied and complex stories, students will be provided a cultural, historical and political lesson on the countries of origins represented, and the journeys these communities and generations experienced in becoming American. While its texts are heterogenous, this genre has manifested recurring themes, such as: memory, cultural estrangement, traditions vs. modernity, contextualizing “model minority” stereotypes, and reclaiming APIDA identities and experiences as legitimately American.

Course Outline:

Instructor’s approach to course content may be historical, thematic, or genre-based, but must include readings from each of the periods with attention to the long-term development of the APIDA experience.

CCOs (Course Content Outline)

I. Introduction to APIDA Literature

1. Overview of American racism and the effects of colonialism on APIDA communities
2. Definitions (e.g., race, racism, ethnicity, imperialism, feminism, sexual identity, intersectionality, anti-racism, immigration status, multilingualism and multiculturalism)

3. Connections with Latino/a, Indigenous, and African American writings and experience
 4. Historiography of APIDA writings in context of the mainstream American canon
- Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7

II. Voices of Pre-20th Century Asian Pacific Immigrants and Settlers

1. Letters, newspaper accounts, Angel Island poetry, railroad construction narratives, and other expressions of the early immigrants
 2. Impact of the 1882 Chinese Exclusion Act
 3. Achieving belonging through reclaiming ancestral identity and pre-colonial roots
- Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7

III. Voices during the Warring Years

1. The Great Depression, World War I & II
 2. Japanese American Incarceration (1942-46)
 3. Decontextualized history that negatively impacted APIDA communities
 4. Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans*
- Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7

IV: Literary Emergence and Racialization of Asian Americans, post 1965

1. Asian American literary visibility
 2. Asian American politicization, identification, and categorization
 3. The Immigrant Experience: Assimilation and Memory*
 4. The Model Minority Stereotype: Anti-Racist and Equity Struggles*
- Fulfills CSU Area F Course Objectives 1, 2 & 3, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 5, 6 & 7

IV. Embracing an American Identity: Intersectionalities and Transnationalism of Contemporary APIDA authors

1. Intersectionality: The Evolving Identity*
 2. Fetishization, Hypersexualization and Othering AAPI Bodies*
 3. Feminism, LGBT+ activism, environmentalism, journalism, etc.
 4. Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma*
 5. The Central Coast APIDA Community: Translating Scholarly Work to Local Activism*
- Fulfills CSU Area F Course Objectives 1, 2, 3 & 4, and AHC ES/ENGL 150 Course Objectives 1, 2, 3, 4, 5, 6 & 7

*These topics include Sample Assignments below.

CSU GE Area F

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

Allan Hancock's ES/ENGL 150 Course Objectives: 1, 2, 3 & 6

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Allan Hancock's ES/ENGL 150 Course Objectives: 1, 2, 3 & 6

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Allan Hancock's ES/ENGL 150 Course Objectives: 4, 5 & 6

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Allan Hancock's ES/ENGL 150 Course Objectives: 5, 6, & 7

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Allan Hancock's ES/ENGL 150 Course Objectives : 3, 5, 6 & 7

Course Objectives (CO)

At the end of the course, the student will be able to:

1. Employ the theoretical constructs of Critical Race Theory and ethnic studies concepts of struggle, resistance, and social justice to evaluate the impact of historical and political events, such as The Chinese Exclusion Act (1882) and Japanese American Incarceration (1942-46).

2. Evaluate how APIDA authors and artists have responded to this history of oppression to highlight self-determination, liberation, anti-racism, and decolonization.
3. Apply anti-racist and anti-colonial theory to study the racialization of APIDA communities, and how these varied communities have been conceptually constructed and deconstructed in the U.S. the last 150 years.
4. Evaluate the intersectionalities of race, class, politics, gender, sexuality within the APIDA community through the synthesis of essays, fiction, poetry, graphic novel and film.
5. Compare and contrast APIDA experiences with that of Latino/a, Indigenous, African Americans, and others, relevant to current and structural issues, such as communal, national, international, and transnational politics, immigration, reparations, settler-colonialism, multiculturalism, and language policies.
6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities, focusing on the factors that have led to an increase in present day APIDA hate crimes.
7. Describe past and present activism and social justice efforts that advance APIDA regeneration and a stronger sense of belonging.

Methods of Instruction

- Exams/Tests
- Quizzes
- Research Projects
- Papers
- Class Participation
- Class Work
- Home Work
- Writing Requirements
- Guest lectures
- Other

Sample Assignments

Sample Social Justice and Community Engagement Assignment #1:

The Central Coast APIDA Community: Translating Scholarly Work to Local Activism

According to the 2023 US Census Bureau, the Asian Pacific American community on the Central Coast, which includes Santa Barbara, San Luis Obispo, Monterey and Ventura, is roughly 6%, significantly less than the state average of 17%. Utilizing the scholarly and historical information studied in this course, students will lead the discussion with local guest authors and community leaders to address the pressing issues that affect the APIDA community on the Central Coast. Students will prepare the questions to present to the guest, as well as follow up with projects that encourage local activism.

Sample Social Justice and Community Engagement Assignment #2:

Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans

Explore and analyze with a Critical Race Theory lens, the University of California's photography exhibit that features historical photographs of Chinese American, Filipino American and Japanese American communities prior to 1949, represented in San Luis Obispo, Santa Barbara and Ventura counties. Interpret these historical images to analyze how past struggles resonate in present times locally.

Sample Writing Assignment #1:

The Immigrant Experience: Assimilation and Memory

Maxine Hong Kingston's *The Woman Warrior* braids talk-stories from China with life in the U.S., balancing the delicate relationship between the desire to assimilate and accept cultural lineage. Utilizing this theme common among Asian Pacific American literature, compare and contrast this with other sources read in this course. How do the protagonists in these stories accept dual realities and identities?

Sources:

1. Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
2. Amy Tan, *The Joy Luck Club*
3. Frank Chin, Jeffery Paul Chan, Lawson Fusao Inada and Shaw Wong, *Aiiieeeee! An Anthology of Asian-American Writers*
4. Gus Lee, *China Boy*
5. Bharati Mukherjee, *Jasmine*
6. Andrew X. Pham, *Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam*
7. Jhumpa Lahiri, *Interpreter of Maladies*
8. Yi Yun Li, *A Thousand Years of Good Prayers*
9. Zavala, Cuauhtin, Sleeter, et al., *Rethinking Ethnic Studies*

Sample Writing Assignment #2:

Intersectionality: The Evolving Identity

In a 750- to 1000-word research paper with proper MLA citations, analyze two of the assigned readings that represent APIDA intersectionality. Intersectionality refers to the experience in which APIDA marginalization or oppression is intensified when an individual identifies with an additional category of difference that is also marginalized, such as gender, sexuality, social class, or disability.

In this essay you will analyze two of the assigned readings that represent Asian Pacific American intersectionality. You will clearly state what intersectionality is represented in each text, and make a claim—by way of a thesis statement—about how those intersections function similarly or differently in the two texts.

Sources:

1. Adrian Tomine, *Shortcomings*
2. Ye Chun, *Hao*

3. Celeste Ng, *Little Fires Everywhere*
4. Jenny Zhang, *Sour Heart*
5. Jean Kwok, *Girl in Translation*
6. Zavala, Cuauhtin, Sleeter, et al., *Rethinking Ethnic Studies*

Sample Writing Assignment #3:

The Model Minority Stereotype: Anti-Racist and Equity Struggles

Utilizing the personal narratives and scholarly journals read in this class, analyze how focusing on the financial and academic success of Asians immigrants in America is a way for the white majority to discredit the struggles of Hispanics and African Americans. How has the “Model Minority” stereotype altered societal expectations of Asian Pacific Americans? How does this single-story stereotype contribute to political divisiveness and an increase in AAPI hate crimes?

Sources:

1. Cathy Park Hong, *Minor Feelings*
2. Amy Chua, *Battle Hymn of the Tiger Mom*
3. Chimamanda Ngozi Adichies’s “The Dangers of a Single Story”
4. Scholarly publications, editorials and ethnographies on the subject

Sample Writing Assignment #4:

Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma

In *Minor Feelings*, Cathy Park Hong defines “minor feelings” as “the racialized range of emotions that are negative, dysphoria, and therefore untelegraphic, built from the sediments of everyday racial experience and the irritant of having one’s perspective of reality constantly questioned or dismissed” (Hong 55). Hong makes the argument that due to a societal disregard of the Asian Pacific American struggle, writers create stories focused on a white audience. Utilizing Charles Yu’s *Interior Chinatown* and Gene Luen Yang’s *American Born Chinese*, analyze: In what ways did the protagonist in these stories use fantasy and comedy in order to dilute racial trauma? Why did these Chinese American protagonists believe that their oppression is less warranted? How is Kung Fu used as a literary device that represents a source of cultural pride and a stereotype Asian Pacific American males are oppressed by?

Sources:

1. Cathy Park Hong, *Minor Feelings*
2. Charles Yu, *Interior Chinatown*
3. Gene Luen Yang, *American Born Chinese*

Sample Group Assignment #5:

Fetishization, Hypersexualization and Othering AAPI Bodies*

With group members, present a 15-minute video or slide presentation comparing a textual example of the fetishization, hypersexualization, or othering of AAPI bodies with a real-life example from a reputable news source.

We learned from our assigned readings that for over 100 years Asian bodies have been fetishized in popular western culture. Historically, American and European men

fighting wars in Asia spiked demand for Asian sex workers, which gave rise to the trope of the hypersexual but docile Asian woman who is the object of white men's desire.

Selecting one text from the list below, identify one textual example of fetishization, hypersexualization or othering of AAPI bodies. Compare your selected example to a real-life example of the fetishization, hypersexualization or othering of another marginalized people group.

Sources:

1. Ocean Vuong, *On Earth We're Briefly Gorgeous*
2. Lysley Tenorio, *Monstress: Stories*
3. Patricia Park's "The Madame Butterfly Effect: Tracing the History of a Fetish"
4. Current article from a reputable news outlet (e.g., *National Public Radio*, *The New Yorker*, *New York Times*)

Texts and Other Instructional Materials

1. Cathy Park Hong, *Minor Feelings: As Asian Pacific American Reckoning* (2020)
2. Frank Chin, Jeffrey Paul Chan, Lawson Fusao Inada, Shawn Wong, *The Big Aiiieeeee!: An Anthology of Chinese American and Japanese American Literature* (1991)
3. Rajini Srikanth and Min Hyoung Song, *The Cambridge History of Asian Pacific American Literature* (2015)
4. Margaret L. Andersen and Patricia Hill Collins, *Race, Class and Gender: Intersections and Inequalities, 10th edition* (2019)

Other Appropriate Texts:

Gus Lee, *China Boy*

Amy Tan, *The Joy Luck Club*

Maxine Hong Kingston, *The Woman Warrior*

Bharati Mukherjee, *Jasmine*

Gene Luen Yang, *American Born Chinese*

Jhumpa Lahiri, *Interpreter of Maladies*

Adrian Tomine, *Shortcomings*

Lysley Tenorio, *Monstress: Stories*

Craig Santos Perez poetry

Ha Jin, *A Free Life*

Ye Chun, *Hao*

Michelle Zauner, *Crying in H Mart*

Yi Yun Li, *A Thousand Years of Good Prayers*

Gish Jin, *Who's Irish?*

Celeste Ng, *Little Fires Everywhere*

Chang-Rae Lee, *My Year Abroad*

Andrew X. Pham, *Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam*

Jenny Zhang, *Sour Heart*

Jean Kwok, *Girl in Translation*

Amy Chua, *Battle Hymn of the Tiger Mom*
Gary Okihiro “Is Yellow Black or White?”
Ocean Vuong, *On Earth We’re Briefly Gorgeous*
Hisaye Yamamoto, *Seventeen Syllables*
Erika Lee’s *The Making of Asian America*,
C. Pam Zhang *How Much of These Hills Is Gold*
Bruce Quan’s *Bitter Roots: Five Generations of a Chinese Family in America*
Elaine Hsieh Chou’s *Disorientation*
Teresa Williams-León and Cynthia L. Nakashima’s *The sum of our parts: mixed-heritage Asian Americans*
Jeffrey O.G. Ogbar’s “Yellow Power: The Formation of Asian-American Nationalism in the Age of Black Power, 1966–1975”
George Takei, Justin Eisinger and Steven Scott’s *They Called Us Enemy*

Student Learning Outcomes

1. Evaluate works written by American authors whose lineages come from countries throughout Asia and the Pacific Islands.
2. Analyze how struggle, resistance, social justice, solidarity and liberation as experienced by APIDA intersects with other marginalized peoples, such as Latino/as, Native Americans, African American and others.
3. Critically discuss the intersection of race as it pertains to APIDA with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, national origin, language background, immigration status, ability and/or age.
4. Analyze the impact of APIDA studies and writings on the American literary arts canon as well as transnational awareness.

Justification for Need

What need does the new course/course modification serve? For course modifications, specify how the outline will be modified.

The Asian Pacific American Literature course will support both the English Department and the Ethnic Studies program, providing students with the opportunity to explore diverse stories, which will increase overall empathy of different cultures, improve racial representation on campus and create awareness of varied perspectives.

How did you determine demand for this course and what is the basis for enrollment projections? Attach supporting data.

Mission Appropriate

ALLAN HANCOCK COLLEGE MISSION STATEMENT *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

How does this course/program proposal align with Allan Hancock College's mission statement? Educational Master Plan? Strategic Plan? Will it provide a basic skill, transfer, or vocational need? Will it be included in a certificate? Degree? Licensure?) Please refer to your program review, and/or annual update. *

The Asian Pacific American Literature course aligns completely with AHC's mission statement, in particular by providing material not currently taught on campus that supports diversity in our community. This course will provide transfer level credits for English and Ethnic Studies majors, and could be included in a certificate program.

Program Selection Skills (Certificate of Accomplishment - Active)

English

Ethnic studies