Course Description
The goal of this course is to provide an overview of the schooling experiences of Asian Americans. Reading a variety of texts we will examine the historical, social, economic, and political contexts of the educational experiences of Asian Americans. We will analyze scholarly and popular media texts that frame and explain the various educational experiences of Asian Americans. Students will learn about issues such as the social construction of race, culture and identity; the model minority myth; social class; and the role of the family in Asian American and immigrant experiences. We will explore how such concepts overlap and intersect to inform dominant discourses and then explore alternative theoretical perspectives. Finally, students will learn to be critical thinkers and writers through persistent engagement with the course content.

Instructor reserves the right to make changes to the syllabus as needed.

Evaluation
Attendance & Participation 20%
Reflection Papers 15%
Final Paper 25%
Midterm exam 15%
Final exam 25%

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<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A+</td>
<td>97.5 – 100</td>
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<tr>
<td>A</td>
<td>92.5 – 97.4</td>
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<td>A-</td>
<td>90.0 – 92.4</td>
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<td>B+</td>
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<td>D</td>
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Attendance
You are required to attend every class, which means arriving on time and staying for its entirety. If you know advance that you will miss a class you must get approval beforehand.

More than three unexcused absences will result in a decrease by 1 letter grade for your final grade. If you arrive 10 minutes after the start of class that is an automatic absence.

There is absolutely no use of cell phones during class. That includes no texting, emailing or use of any online/web capabilities. Laptops may be used for note taking but use of internet is prohibited.

Participation:
This is a discussion-oriented class. You are expected to come to each class having completed all the assigned readings and prepared to participate in class discussions. This means asking questions, sharing observations, and engaging in each other’s comments. It is okay if you do not understand all of the readings; everyone will benefit (including me) from questions asked in class. Your participation and investment is necessary for success in the course.
Each person contributes to the dynamic of the classroom and there will be a wide range of opinions. It is imperative that everyone remains respectful and thoughtful of each other. Harsh or offensive language and/or behavior will not be tolerated.

**Reflection Papers and Discussion Questions**
Reflection papers are short papers (1-2 pgs or 250-500 words max) that are electronically on Blackboard. Reflection papers are not only summaries of the readings; papers should include thoughts about and reactions to each of the assigned readings. A strong reflection paper includes an analysis of the readings, draws connections across readings, class discussions, and may include personal observations.

You should also pose at least one question about the readings in your papers. I will ask some students each class meeting to read their questions for class discussions. They should be thought-provoking and do not have to have a right/wrong answer.

**Instructions for submitting on Blackboard:**
1) Go to “Class Sessions”; 2) Open the folder for the day you are going to submit; 3) Click on the “Reflection paper” link; 4) Either copy and paste the text into the space provided or upload a document; 5) Click “Submit”

Students will submit 15 reflection papers. **Late papers and emailed papers will not be accepted.** You must submit your paper before the start of class for the day of the assigned readings. The link will no longer be available after class begins.

**Final Paper**
Instructions for the final paper will be given in class.

**Midterm and Final**
The midterm will be an in-class exam that consists of multiple choice and short answer questions. The final will consist of essays.

**Academic Integrity**
Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, ideas, or statements encountered must provide full citations in an appropriate form.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

**Disability Policy of Hunter College**
In compliance with the American Disability Act of 1990 (ADA) and with Section 505 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of Accessibility located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call 212-772-4857, TTY 212-650-3230.

**Required texts** (available at Shakespeare & Co. on Lexington)


Other required readings will be posted on Blackboard. Print each reading as you are required to bring them and the texts to class the day they are assigned.

**READING SCHEDULE**

**Week 1**  
1/29 (Tuesday)  
Introduction to course, student introductions

2/1 (Friday)  

**Context and Issues of Asian Americans in Education**

**Week 2**  
2/5 (Tuesday)  
“Hello Tom Horn, I Am Your Worst Nightmare” by Ta-Nehisi Coates, The Atlantic


*Film screening*

“Ethnic Studies in Arizona” (9 mins)

2/8 (Friday)  
“America Reaches Its Demographic Tipping Point” by William H. Frey, Brookings Institute, September 22, 2011

Asian Immigration: History and Contemporary Trends (Chapter 2 in *Asian Americans: Contemporary Trends and Issues*, 2nd ed. by Pyong Gap Min)

Settlement Patterns and Diversity (Chapter 3 in *Asian Americans: Contemporary Trends and Issues*, 2nd ed. by Pyong Gap Min)

**Week 3**  
2/12 (Tuesday)  
NO CLASSES – LINCOLN’S BIRTHDAY – COLLEGE IS CLOSED

2/14 (Thursday)  
CLASSES FOLLOW A TUESDAY SCHEDULE

*Film screening*

“A.K.A. Don Bonus” (65 mins)

2/15 (Friday)  
**Unpacking the Model Minority Stereotype**

Week 4  
2/19 (Tuesday)  
“We’re Not Even Allowed to Ask for Help”: Debunking the Myth of the Model Minority” (2011)  
Report by the Coalition for Asian American Children and Families  

2/22 (Friday)  
*Unraveling the Model Minority Stereotype* by Lee (1996)  
Chapters 1-2

Week 5  
2/26 (Tuesday)  
*Unraveling the Model Minority Stereotype* by Lee (1996)  
Chapters 3-4

3/1 (Friday)  
*Unraveling the Model Minority Stereotype* by Lee (1996)  
Chapters 5-6

Week 6  
3/5 (Tuesday)  
“Heroes: South Philly High’s Protesters” by Matthew Teague  
retrieved from www.phillymag.com  
“Philadelphia Story: Voices of Asian American Bullying Victims” by Helen I. Hwang  

3/8 (Friday)  
**Final paper workshop 1: Biography**

**A Critical Approach to Race/Ethnicity, Identity, and Culture**

Week 7  
3/12 (Tuesday)  
Introduction, pgs. 1-3 (in *Race Whiteness and Education* by Zeus Leonardo)


3/15 (Friday)  

**Midterm**

Week 8  
3/19 (Tuesday)  
Midterm review

3/22 (Friday)  
Midterm exam
Weeks 9 & 10
3/23 – 4/2 – SPRING RECESS – NO CLASSES

4/5 (Friday) 
*Asians in the Ivory Tower* by Teranishi (2010)  
Introduction, Chapters 1-2

Week 11
4/9 (Tuesday)  
Cont’d. *Asians in the Ivory Tower* by Teranishi (2010)  
Chapters 3-4

4/12 (Friday)  
Finish reading *Asians in the Ivory Tower* by Teranishi (2010)  
Chapters 5-6, Conclusion

**Final paper workshop 2: Educational issues / Paper topic**

*Social class, social capital, and the role of the family*

Week 12
4/16 (Tuesday)  
*Why Chinese Moms are Superior* by Amy Chua  
*The Wall Street Journal Online*  
In Defense of the Guilty, Ambivalent, Preoccupied Western Mom  
*The Wall Street Journal Online*

“Ching Chongs and Tiger Moms: The ‘Asian Invasion’ in US Higher Education”  

4/19 (Friday)  

Week 13
4/23 (Tuesday)  
**Final paper workshop 3: Literature**

4/26 (Friday)  

Week 14
4/30 (Tuesday)  
Parental Sacrifice and the Obligations of Children (Chapter 7 in *Compelled to Excel* by Vivian S. Louie, 2004)

5/3 (Friday)  

**Youth Civic Engagement and Activism**

Week 15
5/7 (Tuesday)  


Week 15
5/14 (Tuesday) **Final paper due**

Wrap-up, Final exam review
Last day of class!

*FINAL EXAM: FRIDAY, 5/24 @ 11:30a-1:30p*