

## **Gender and Generation in Asian American Families**

Fall 2020, AAS 150

MWF 11:00-11:59 AM, Remote, Synchronized Teaching

Asian American and Asian Diaspora Studies Program, Department of Ethnic Studies

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Office Hours: by Zoom W 12:00-12:30 PM, F 12:00-12:30 PM, and by appointment on Zoom

### **Zoom Link:**

<https://berkeley.zoom.us/j/94826542954?pwd=azRwR2drN29yWmk3YjZnWnA1RHRDdz09>

### **bCourses Link:**

<https://bcourses.berkeley.edu/courses/1495583>

### **Google Drive Link:**

<https://drive.google.com/drive/folders/1Ef8-HQkI3GIhzdUgG4oBUiWjtpw60Gy>

## **COURSE OBJECTIVES**

Gender and generation constitute the two major social forces defining and redefining family dynamics. This can be truer for new immigrant populations, such as Asian Americans, than for non-immigrant populations. Until recently, social scientists studied mostly immigrant generations, examining a wide range of topics including immigration patterns, citizenship, socioeconomic status, and community relations. In this endeavor, gender, along with class and ethnicity, has been a primary interest of investigation for understanding processes and consequences of immigrants' incorporation into American society. Compared to gender, however, generation presents a rather new realm of inquiry simply because only lately large numbers of children of the post-1965 immigrants have reached their adult age. This "new second generation" poses many questions and challenges critical to an understanding of changes in not only Asian American communities but also American society as a whole. By focusing on gender and generation in Asian American families, this course will address history, citizenship and identity of Asian immigrants in the context of American class and ethnic relations.

## **TEACHING AND LEARNING GOALS**

Because the course is taught online with no chance for us to meet in person, we need to be creative and innovative to overcome monotony and distance common in online teaching. For this pedagogical goal, you will participate in many activities in this class. In these activities, you will interact with one another, discuss and exchange ideas, and grow together in listening, voicing and understanding the course themes: gender and generation in immigrant families. In addition, you will write many texts in order to reflect your thoughts on the course materials, including textbooks, articles, book chapters, videos, etc. You will also engage in a course project, Life History Paper, throughout the course. In short, it is hoped that you will develop: (1) a good understanding of Asian American family relations, (2) good skills in collaborating, presenting and writing, and (3) a good sense of who you are and where you are in the complex web of American ethnic and racial relations.

## CLASS ATTENDANCE

Due to the extraordinary circumstances we are under this semester, this course does not have the class attendance grade. This is because you may have issues with different time zones, online connections and study environments. In the beginning of the course I will send you a survey on your conditions. However, this does not mean that you do not need to attend the class. It is critically important that you do so and interact with the Professor and fellow students in class. Try to attend every class as much as you can. If you need to be absent for illness, interview and other reasons, inform Professor in advance.

In class, you are required to keep your Zoom video on throughout the class hour. All lecture slides will be available on bCourses and the recorded lectures will be uploaded on shared Google Drive.

## REQUIREMENTS & GRADING

### Percentage of Final Grade

#### Participation (20%)

- 5% Reading Presentation (No Grade)
- 5% Special Topic Presentation (No Grade)
- 5% Group Discussion on Past Life History Papers (No Grade)
- 5% Group Discussion on Videos (No Grade)

#### Reflection (50%)

- 10% Weekly Reading Report (1 page)
- 10% Essay, "AA History, My Family and I" (3 pages)
- 15% Case Study 1, *The Managed Hand*, (TBA)
- 15% Case Study 2, *Japanese American Ethnicity*, (TBA)

#### Life History Paper Project (30%)

- 10% Personal Story Paper (5 pages)
- 10% Social Context Paper (5 pages)
- 10% Final Life History Paper (10 pages)

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100%

**IN ORDER TO COMPLETE THE COURSE, EACH STUDENT MUST COMPLETE ALL OF THE COURSE REQUIREMENTS LISTED ABOVE, AND EXPLAINED BELOW.**

(This means that if you miss one component listed above, you will not complete the course.)

## TEXTBOOKS, READINGS AND VIDEOS

This course uses a variety of reading and visual materials. They are all integrated into lectures, presentations and discussions. You are expected to read and view each material before class. There will be reports and papers to submit after you read and view the materials.

For the link to textbooks and reading/viewing materials, see bCourses, File, E-Reserve of Reading Materials."

For the Reading Schedule, see below.

### **Three (3) textbooks**

- Espiritu, Yen Le. 2008. *Asian American Women and Men: Labor, Laws, and Love*. Lanham, Rowman & Littlefield Publishers. Second Edition.

Espiritu's book provides historical overviews of Asian American gender and family relations under the white-dominant racial framework. You read each chapter on your own in the early semester, and after you completed reading it, you will write an essay, "Asian American History, My Family and I." Instruction for the essay will be given later.

- Case Study 1: Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and The Body in Beauty Service Work*. Berkeley: University of California Press.
- Case Study 2: Tsuda, Takeyuki. 2016. *Japanese American Ethnicity: In Search of Heritage and Homeland Across Generations*. New York: NYU Press, 2016.

The two case studies by Kang and Tsuda provide rich and in-depth accounts of gender and generation issues of the two selected Asian American communities. Kang's book is an ethnography of Korean-owned nail salons and women workers in New York City. Tsuda's book is a detailed study of the four generations of Japanese Americans based on interviews. For each case study, you are expected to read the entire book. In class, the major chapters of each book will be presented in class. After we study each case, you will write a Reflection Paper on the book.

### **Read on Your Own, 6 Reading Assignments**

These readings are usually theoretically oriented and are therefore integrated into Professor's lectures. You are expected to read each article in advance and report your thoughts in your Weekly Reading Report.

### **Readings for Class Presentation, 14 Reading Assignments marked #**

These readings usually provide case studies that illustrate the major theories and issues of specific subjects. You are expected to read each reading in advance and report your thoughts in Weekly Reading Report.

### **Past Life History Papers**

The 12 Past Life History Papers written by the students who had taken the same course in the past provide good examples of the life history papers you are writing. They also give real life experiences of immigrant women and men from many different Asian countries. You will choose a country of origin of the informants featured in the two papers, read them in advance and share your thoughts in your group.

### **Videos**

We will view five documentary videos from PBS Asian American Series. Each one-hour video is an excellent chronicle of Asian immigration history, community and specific issues. By integrating our course materials into the videos, we will be able to reflect them on our interests in gender and generation today and the future. You are expected to view each video in advance and discuss your thoughts in group and share them in class in Week 11, 11/2, 3, 4.

PBS Video Series 1, Asian Americans: *Breaking Ground*, 54 m 11s  
PBS Video Series 2, Asian Americans: *A Question of Royalty*, 54m 1s  
PBS Video Series 3, Asian Americans: *Good Americans*, 54m 11s  
PBS Video Series 4, Asian Americans: *Breaking Through*, 54m 34s  
PBS Video Series 5, Asian Americans: *Generation Rising*, 54m 11s

### **READING PRESENTATION (5%, NO GRADE)**

Sign up for one of the 14 readings that you would like to present in class. Usually 2 to 3 students will form a pair of presenters and discuss the reading material in reference to the themes and issues talked about in class. More detailed instructions will be available.

### **SPECIAL TOPIC PRESENTATION (5%, NO GRADE)**

This presentation is designed to focus on the issues often neglected or recently emerging issues critical to an understanding of Asian American gender and generation relations. The six such topics are selected for a group presentation. Sign up for a topic you would like to delve into for an in-depth analysis. A group of 5 to 6 students will form a team, conduct research and present the results in class.

Topic 1: Domestic Violence

Topic 2: Sexual Identity and LGBTQ Communities

Topic 3: Covid-19 Pandemic: Racism against Asian Americans

Topic 4: Black Lives Matter and Asian Americans

Topic 5: Glass Ceiling

Topic 6: Affirmative Action

### **GROUP DISCUSSION ON PAST LIFE HISTORY PAPERS (5%, NO GRADE)**

In Week 8, 10/12,14,16, we will visit the 12 life history papers written by the students who had taken this course earlier. They are excellent models for your life history project. Sign-up for group discussion of the two papers classified by informant's country of origin: China, Hong Kong, Taiwan, Japan, Korea, Philippines, Vietnam and India.

### **GROUP DISCUSSION ON VIDEOS (5%, NO GRADE)**

You will view the five recent documentary videos produced by PBS on Asian American history and special issues. You are expected to view all videos before we discuss them in class in Week 11, 11/12, 14, 16. Sign up for one video you would like to discuss in group and present the discussion in class.

### **WEEKLY READING REPORT (10%)**

Each week you will read a few readings. In order to make sure that you read them, you are required to write a one-paragraph summary, up to 200 words, double-spaced, of each article. This assignment does not include the three textbooks, because you will write a Reflection Paper for each book. The grade will be scaled by submission, not by the content of a report. Instruction will be available later. More detailed instructions and Sign-up Sheet will be available.

### **ESSAY, "ASIAN AMERICAN HISTORY, MY FAMILY AND I" (10%)**

Read the entire book of Espiritu's, *Asian American Women and Men*, reflect your personal and familial experience in reference to Asian American history, gender and generation relations. More detailed instructions will be given later. Length: up to 3 pages, double-spaced, due Friday 9/18. More detailed instructions will be available.

### **REFLECTION PAPER OF TWO CASE STUDIES (15% EACH)**

Read the entire book for each case study. Reflect your thoughts and understanding of the book. More detailed instructions will be given in class as the time approaches. Length: TBA, double-spaced. Each Reflection Paper is equivalent to a Mid-Term Exam. Late submission will be subject to a penalty.

- Reflection Paper of *The Managed Hand*, due Friday 10/9
- Reflection Paper of *Japanese American Ethnicity*, due Friday 11/6

### **LIFE HISTORY PAPER PROJECT (Total of 30%)**

Throughout the semester, you will engage in a project to write a "Life History Paper," about 10 pages, double-spaced, by interviewing an immigrant woman or man from Asia. Detailed instructions will be given later. The paper is written in two Draft Stages, a 15-minute interview with Professor, and the Final Stage, as explained below. There will be detailed instructions for each stage of writing.

### **PERSONAL STORY (10%)**

- Draft Stage 1, "Personal Story," up to 5 pages, double-spaced: due Friday 9/25.

### **INTERVIEW WITH PROFESSOR**

- After Personal Story is submitted, Professor will meet every student for a 15-minute interview to discuss the student's life history project. Sign-up for the time slot for an interview: Week 6, 9/28 to 10/2. Sign-up sheet will be available as the time approaches.

### **SOCIAL CONTEXT (10%)**

- Draft Stage 2, "Social Context," up to 5 pages, double-spaced: due Friday 10/23.

### **FINAL LIFE HISTORY (10%)**

- Final Stage, "The Life History" (completed paper), up to 10 pages, double-spaced: due Friday 11/20. This paper comprises the Final Exam. Late submission will be subject to a penalty. In the last week of instruction, Week 13, 11/16, 18, 20, you will present your final paper in group with the students whose informants are from the same country. Instructions for the final paper and presentation will be given later. The final paper is a culmination of your semester-long efforts to understand how each individual immigrant is connected to the large societal changes happening in both countries of origin and destination. We will appreciate the "extraordinary" experiences of the "ordinary" immigrants' lives.

## **ZOOM, BCOURSES AND GOOGLE DRIVE**

### Zoom

- Video recordings are uploaded in Google Drive after class.

### bCourses

- "File" stores lecture slides, instructions of assignments, readings, handouts, etc.
- "Assignments" allows you to submit your assignments.

### Google Drive

- "Shared Folder" stores Sign-up sheets of class presentations. Use Google Form to sign for your choice in the sheet and return the sheet back to the folder.

## **ACADEMIC MISCONDUCT INCLUDING PLAGIARISM**

"All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty (102.01)" will be subject to discipline according to the university's Policies Applying to Campus Activities, Organizations and Students (PACAOS): see 100.00 POLICY ON STUDENT CONDUCT AND DISCIPLINE, 102.00 Grounds for Discipline.

[OVER]

## **AN OVERVIEW OF COURSE SCHEDULE**

- Week 1, 8/26, 28**                      **Introduction to the Course**
- Week 2, 8/31, 9/2, 4**                **Theories of International Migration and Transnational Family**
- Week 3, 9/7 (holiday), 9, 11**      **Asian Immigrant Family: Historical Perspectives**
- Week 4, 9/14, 16, 18**                **Asian American Family: Changing Relations (1)**
- Essay on "Asian American History, My Family and I," due Friday 9/18
- Week 5, 9/21, 23, 25**                **Asian American Family: Changing Relations (2)**
- Life History Paper: "Personal Story Paper," due Friday 9/25
- Week 6, 9/28, 30, 10/2**              **Case Study 1, *The Managed Hand***
- Life History Paper: 15-minute Interview with Professor, Week 6, 9/28 to 10/2
- Week 7, 10/5, 7, 9**                    **New Second Generation: Segmented Assimilation**
- Reflection Paper of *The Managed Hand*, due Friday 10/9
- Week 8, 10/12, 14, 16**                **Past Life History Papers**
- Week 9, 10/19, 21, 23**                **Model Minority and Racial Justice**
- Social Context Paper, due Friday 10/23
- Week 10, 10/26, 28, 30**              **Case Study 2, Japanese American Ethnicity**
- Week 11, 11/2, 4, 6**                    **PBS Documentary Videos**
- Reflection Paper of *Japanese American Ethnicity*, due Friday 11/6
- Week 12, 11/9, 11, 13**                **Constructing New Identity, Community and Citizenship**
- Week 13, 11/16, 18, 20**                **Life History Paper Presentation**
- Final Life History Paper, due Friday 11/20
- Week 14, 11/23 (no class), 25 & 27 (holiday),**      **Thanksgiving Holiday Week**
- Week 15, 30, 12/2, 4**                **—No Class**
- Week 16, 12/7, 9, 11**                **Reading/Review/Recitation Week—No Class**

## THEMES AND SCHEDULE

# Indicates a reading for class presentation.

### Week 1, 8/26, 28

#### Introduction to the Course

##### W 8/26

Brief introduction to the course.

Read on Your Own:

Espiritu, Yen Le. 2008. Chapter 1, "Labor, Laws, and Love," and Chapter 2, "Stretching Gender, Family, and Community Boundaries, 1840s to 1930s," *Asian American Women and Men*.

##### F 8/28

Introduction of the course project, Life History Paper, get to know your professor and student self-introduction.

Read on Your Own:

C. Wright Mills. 1959. "The promise," Pp. 3-24 in *The Sociological Imagination*. London: Oxford University Press.

Yamamoto, Hisaye. 1989. "Seventeen Syllables," Pp. 285-299 in *Growing Up Asian American*, edited by Maria Hong, New York: Avon Books.

### Week 2, 8/31, 9/2, 4

#### Theories of International Migration and Transnational Family

We begin our course by learning basic theories of international migration and considering how ethnicity, class and gender intersect with one another and shape the formation of family and community at destination.

M 8/31, W 9/21, F 9/4, Lecture

Read on Your Own:

Castles, Stephen, Hein de Haas and Mark J. Miller. 2014. Chapter 2, "Theories of Migration," *The Age of Migration: International Population Movements in the Modern Worlds*, Fifth Edition. New York: Guilford. [Note: this article is on [bCourse, File](#), not available on E-Reserve.

Espiritu, Yen Le. 2008. Chapters 3, "Changing Lives: World War II and the Postwar Years," and Chapter 4, "Contemporary Asian America: Immigration, Increasing Diversity, and Changing Resources," in *Asian American Women and Men*.



### **Week 3, 9/7 (holiday), 9, 11**

#### **Asian Immigrant Family: Historical Perspectives**

We examine brief history of Asian immigration to the US from the mid-1800s during which male sojourners arrived, followed by a small wave of women, to the mid-1900s. We learn how a series of laws prohibited Asian immigrants from developing families and communities.

M 9/7, Holiday, No Class

W 9/9, Lecture

F 9/11, Reading Presentation

#1 Cheng, Lucie. 1984. "Free, Indentured, Enslaved: Chinese Prostitutes in Nineteenth-Century America." Pp. 402-434, Cheng, Lucie and Edna Bonacich (eds.), *Labor Immigration Under Capitalism: Asian Workers in the United States before World War II*. Berkeley: University of California Press.

Read on Your Own:

Espiritu, Yen Le. 2008. Chapter 5, "Ideological Racism and Cultural Resistance: Constructing Our Own Images," and Chapter 6, "Beyond Dualisms: Constructing an Imagined Community," in *Asian American Women and Men*.

### **Week 4, 9/14, 16, 18**

#### **Asian American Family: Changing Relations (1)**

The 1965 Immigration Act changed family dynamics among Asian American communities. We apply gender lens to understand how immigration changed gender relations engendering the new identity and interactions.

M 9/14, Lecture

W 9/16, Lecture

F 9/18, Reading Presentation

#2 Glenn, Evelyn Nakano. 1983. "Split Household, Small Producer and Dual Wage Earner: An Analysis of Chinese-American Family Strategies." *Journal of Marriage and the Family*, Vol. 45 (February): 35-46.

- Essay on "Asian American History, My Family and I," due Friday 9/18

### **Week 5, 9/21, 23, 25**

#### **Asian American Family: Changing Relations (2)**

This week we analyze selected special topics of gender and generation among contemporary Asian American families. We do this by teams of the students that conducted research about each selected topic presenting their results and perspectives.

M 9/21, Lecture

W 9/23 Special Topic Presentation

Topic 1: Domestic Violence

Topic 2: Sexual Identity and LGBT Communities

F 9/25, Reading Presentation

#3 Kibria, Nazli. 1993. Chapter 5, "The Family Tightrope: Gender Relations." Pp. 108-143, in *Family Tight Rope: The Changing Lives of Vietnamese Americans*, Princeton: Princeton University Press.

#4 Espiritu, Yen Le. 2003. Chapter 7, "Home Sweet Home: Work and Changing Family Relations," in *Home Bound: Filipino American Lives Across Cultures, Communities, and Counties*. Berkeley: University of California Press.

- Life History Paper: "Personal Story Paper," due Friday 9/25

**Week 6, 9/28, 30, 10/2**

**Case Study 1, *The Managed Hand***

We read our first case study that focuses on intersections of gender, class and race observed in Korean-owned nail salons in the three different districts of NY City.

M 9/28, Lecture

Read on Your Own:

Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and The Body in Beauty Service Work*. Berkeley: University of California Press.

W 9/30, Reading Presentation

#5 Chapter 4, " 'I just Put Koreans and Nails Together': Nail Spas and the Model Minority."

#6 Chapter 5, "Black People 'Have Not Been the Ones Who Get Pampered': Nail Art Salons and Black-Korean Relations."

F 10/2, Reading Presentation

#7 Chapter 6, " 'You Could Get a Fungus': Asian Discount Nail Salons and the New Yellow Peril."

#8 Hoang, Kimberly. 2015. "Nailing Race and Labor Relations: Vietnamese Nail Salons on Majority-Minority Neighborhoods." *Journal of Asian American Studies*, Vol. 18, No. 2: 113-139.

- Life History Paper: 15-minute Interview with Professor, Week 6, 9/28 to 10/2

## **Week 7, 10/5, 7, 9**

### **New Second Generation: Segmented Assimilation**

We now move to issues and theories of the new second generation, children of post-1965 immigrants the majority of whom migrated from Asia and Latin America. Here we learn the historical context in which these immigrants were incorporated into American society and how it shaped the ways in which the second generation grew up in America.

M 10/5, Lecture

Read on Your Own:

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530: 74-96.

W10/7, Lecture

F 10/9, Reading Presentation

#9 Purkayastha, Bandana. 2005. Chapter 3 "Maintaining Meaningful Connections," in *Negotiating Ethnicity: Second-Generation South Asian Americans Traverse a Transnational World*. Philadelphia: Temple University.

#10 Shah, Bindi V., 2012, Chapter 5, "Negotiating Racial Hierarchies: Critical Incorporation, Immigrant Ideology, and Interminority Relations," in *Laotian Daughters: Working toward Community, Belonging, and Environmental Justice*, Philadelphia: Temple University Press.

- Reflection Paper of *The Managed Hand*, due Friday 10/9

## **Week 8, 10/12, 14, 16**

### **Past Life History Papers**

Every class of AAS150 in the past produced a volume of life history papers written and contributed by students. This week we read some of them from the recent volumes. The papers are organized by country of origin of the informant. All PDF papers are available on bCourses. Sign-up for the papers of the country you want to read and share your thoughts with class.

M 10/12, Lecture

W 10/14 and F 10/16, Group Discussion and Presentation

All Past Life History Papers are: [bCourses, File]

China

- Matt Hargetz (S2015), *The Immigration and Assimilation History of a Paper Son*
- Jessica Zheng (S2018), *From the Gutter Reaching up for the Stars: A Story of an Extraordinary Woman*

### Hong Kong & Taiwan

- Byron Mui (F2014), *An Account of Migration to Mei Gok: The Beautiful Country*
- Andy Jan (F2014), *A Better Education, A Better Life: The Life History of Pay Jane Ko*

### Japan & Korea

- Kia Guillaume (F2018), *A New Issei: What Was Meant To be a Temporary Stay*
- Elizabeth Kim (S2016), *Finding My Voice: The Life of Myong Sunju (Sunny) Kim*

### Philippines

- Bernard James Remollino (F2014), *Walking from the American Dream: A Father's Life and Immigrant History*
- Jeri Tan (F2018), *The Power of Pamilya*

### Vietnam

- Mindy Nguyen (S2018), *Lien Do: Bonding Experience Through Community*
- Laura Huynh (F2018), *Was It Worth It?*

### India

- Nitya Bhaskar (F2014), *Pioneers from Kerala: Examining Gender and Generation through Immigration to the United States*
- Andrew Kaila (S2018), *The Edge of Immigration*

## **Week 9, 10/19, 21, 23**

### **Model Minority and Racial Justice**

Model minority myth is a type of ideological racism against Asian Americans. This week we pay close attention to the position of Asians in the white-black race relations. First, we try to understand intersections of ethnicity and race that label Asians as a model minority. Then, we investigate the position of Asians in, and their relations with, the racial justice movements.

### M 10/19, Lecture

#### Read on Your Own:

Kibria, Nazli. 2002. Chapter 1, "Asian Americans and the Puzzle of New Immigrant Integration." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. Baltimore: The Johns Hopkins University Press.

Kibria, Nazli. 2002. Chapter 5, "The Model Minority at Work." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*.

### W 10/21 Special Topic Presentation

Topic 3: Covid-19 Pandemic: Racism against Asian Americans

Topic 4: Black Lives Matter and Asian Americans

**F 10/23** Special Topic Presentation

Topic 5: Glass Ceiling

Topic 6: Affirmative Action

- Social Context Paper, due Friday 10/23

**Week 10, 10/26, 28, 30**

**Case Study 2, Japanese American Ethnicity**

Japanese Americans are one of the oldest Asian American populations witnessing coming of age for the fourth generation. Tsuda's case study provides a timely analysis of different generations of Japanese American history and identity.

M 10/26, Lecture

Read on Your Own:

Tsuda, Takeyuki. 2016. *Japanese American Ethnicity: In Search of Heritage and Homeland Across Generations*. New York: NYU Press, Project MUSE. [muse.jhu.edu/book/56461](https://muse.jhu.edu/book/56461).

W 10/28, Reading Presentation

#11, Chapter 1, "The Prewar Nisei: Americanization and Nationalist Belonging."

#12, Chapter 2, "The Postwar Nisei: Biculturalism and Transnational Identities."

E 10/30, Reading Presentation

#13, Chapter 3, "Assimilation and Loss of Ethnic Heritage among Third-Generation Japanese Americans."

#14, Chapter 4, "The Struggle for Racial Citizenship among Later-Generation Japanese Americans."

**Week 11, 11/2, 4, 6**

**PBS Documentary Videos**

The recent five PBS documentary videos are a timely and wonderful medium for us to review history, contemporary issues and think of the future. They cover history and topics relevant to gender and generation issues. We will relate those depicted in the videos to our class themes. Sign-up for the video you want to discuss in group and share your thoughts with class.

M 11/2, Lecture, and Presentation and Discussion on PBS Video Asian American Series

W 11/4 and F 11/6, Presentation and Discussion on PBS Video Asian American Series

View on your own:

[https://video-alexanderstreet-com.libproxy.berkeley.edu/search?ff\[\]=series:Asian%20Americans%2C%20Season%201&sort=title\\_asc](https://video-alexanderstreet-com.libproxy.berkeley.edu/search?ff[]=series:Asian%20Americans%2C%20Season%201&sort=title_asc)

PBS Video Series 1, Asian Americans: *Breaking Ground*

PBS Video Series 2, Asian Americans: *A Question of Royalty*

PBS Video Series 3, Asian Americans: *Good Americans*

PBS Video Series 4, Asian Americans: *Generation Rising*

PBS Video Series 5, Asian Americans: *Breaking Through*

- Reflection Paper of *Japanese American Ethnicity*, due Friday 11/6

### **Week 12, 11/9, 11, 13**

#### **Constructing New Identity, Community and Citizenship**

Having covered many topics and themes regarding gender and generation, it is time for us to summarize what we learned and consider what the future holds for Asian Americans. We will start with group discussions and share the thoughts in class.

M 11/9, Class Discussion, "Constructing the New Identity, Community and Citizenship"

W 11/11, Class Discussion, "Constructing the New Identity, Community and Citizenship"

F 11/13, TBA

### **Week 13, 11/16, 18, 20**

#### **Life History Paper Presentation**

This is an opportunity for the students to share their life history papers in class. The papers will be classified by the informant's country of origin. The presentation program will be available before this week.

- Final Life History Paper, due Friday 11/20

### **Week 14, 11/23 (no class), 25 & 27 (holiday),**

#### **Thanksgiving Holiday Week**

### **Week 15, 30, 12/2, 4**

—No Class

### **Week 16, 12/7, 9, 11**

#### **Reading/Review/Recitation Week—No Class**

[END]