

[Asian American Studies W20AC, UC Berkeley, Fall 2017](#)

Instructor: Harvey Dong <hdong@berkeley.edu>  
Office Hours: 522 Barrows; Th 2:30-4p, in person and/or online.  
Lecture: Two 1.5 hour weekly recorded online lectures (uonline.edu).  
Discussion: 1 live discussion section in Zoom format, weekly.  
TA-Readers's: Chia Okwu <chiaok87@berkeley.edu> and Kristen Sun <ksun@berkeley.edu>  
CCN: 46859

**LECTURE LINKS**--Weekly lectures are available [online](#). Links to [lectures and assignments](#) for those having trouble access login.uonline.edu.

**DISCUSSION SECTION LINKS**--Please attend your assigned discussion section using these links below. Waitlisted students are also required to attend until enrollment is settled in a few weeks.

[Tuesday 6-7pm. Discussion 101 \(Chia Okwu\)](#)

[Tuesday 7-8pm. Discussion 102 \(Chia Okwu\)](#)

[Thursday 6-7pm Discussion 103 \(Kristen Sun\)](#)

[Thursday 7-8pm Discussion 104 \(Kristen Sun\)](#)

[Course Website](#)

**INSTRUCTOR OFFICE HOURS** (preferable to email for appointment slot):

Harvey Dong. Thursdays 2:30-4pm. 522 Barrows Hall and also at that time [ONLINE](#).

Chia Okwu. Tuesdays 8-9pm [ONLINE](#)

Kristen Sun. Thursdays 5-6pm [ONLINE](#)

**TECHNICAL SUPPORT:** Email [support@instructure.com](mailto:support@instructure.com)

**ASIAN AMERICAN COMMUNITIES AND RACE RELATIONS**

This is a multidisciplinary course that utilizes and integrates the disciplines of sociology, political science and history to provide students with an understanding of contemporary Asian American community issues in the context of race relations. It will study the commonalities and differences between Asian Americans and other race and ethnic groups so that students will be able to develop an integrative analysis of race and ethnicity beyond common stereotypes. Introduced will be different social theories that explain the current status of Asian Americans, the interrelationship between the Asian American community, nation and world. The class will have the opportunity to analyze the conditions for solidarity and difference between various ethnic and racial groups. Important here will be the question of agency—what individuals and groups have *historically* done to build a multiracial democracy. Asian American efforts for social and human rights activism will be analyzed in relation to the Civil Rights, Black Power, Native American and Chicano movements for social justice. Subsequently, the course will look at the identity formations and solidarities across race and ethnic lines that met the needs of time. These culture-making activities have been an integral part of developing and defining community. Students will be encouraged to become

participant-observers in these endeavors. By the end of the semester class members will have the tools and grounding to become community analysts and problem solvers.

**Course Requirements:**

Midterm: 20%. IDs and essay exam. (Part A Essay is turned in online, Part B identifications is held on UC Berkeley campus 10/12/2017, 6-7:30pm; alternative locations can be made for non UC Berkeley students)

Research Paper (Options A/B): 20%. Option A: 10-page issue-based investigative paper; topic related to a specific issue covered in this course, footnoted with book sources (5 minimum from outside class), interviews and other research materials. Option B: Community Work Project including a 6-page summary evaluation of the program with a work log in appendix (include 8 community visits which means 1 page minimum log report per visit). Outside reading research not required for Option B but use of class materials is required.

Deadlines: Options A and B paper topic proposals (2 pages double-spaced minimum) are due 10/27 in uonline.edu (5%). Completed papers are due in uonline.edu on 12/1 (15%). Late papers are deducted half-point per day. Note that footnoting and bibliographies are required.

Discussion/Participation: 25%. Involves presentations, field trips, conferences and response papers.

4 response papers are due in uonline.edu and should include: a) locate an important theme using the weekly reading and write a 1.5 page response essay on how the reading helped your understanding about community issues. Cite from at least 2 sources. b) Next, select 4 identifications (IDs) from the readings and/or lecture and write a paragraph for each ID. Define and identify its significance to the weekly syllabus topic. (Identifications or IDs are concepts, events, court cases that relate to course materials.) (5% total)

Community Comparison Sketch: In collaboration with a small group, visit a local Asian American community to analyze what defines it as a community (ie, location, history, institutions, culture, language and peoples). Compare your visited community with the community you grew up in and reflect upon how the two communities are similar and/or different in their make-up. Submit a 2-page reflection paper into uonline.edu and conduct a group presentation of your findings. Class presentations based upon your visit to be scheduled throughout the semester. (5% total)

Four Field Trips: There are 4 Field Trip visits. Submit 2 page reflection write-ups for each event (Include in your write-up: what was event about, where was it held, content and message of the event, audience make-up and response, and relation of content to class). All field trip reports due in uonline.edu. See uonline.edu for field trip suggestions and assignment deadlines. (5% total)

Group Presentations. During discussion section, group presentations with 4-5 students in each group will lead class discussion. Suggested format: a) introduction of each students community with community selected for community sketch, b) a wiki entry into historypin.org, c) introduce major themes of the class using excerpts from readings, d) current event (time provided), e) discussion questions and summary. (5% total)

Attendance & Class Participation. This includes full attendance and contribution to in-class and online discussion. (5% total)

Lecture Quizzes: 10%. At the end of the weekly lecture, there will be a short quiz based on lecture materials viewed. (There is no quiz in midterm week)

Final Exam: 25%. IDs and essays. (For the midterm and Final, students will be required to show photo ID to take the exam in person. Remote students will be proctored at a location to be arranged.) Final Exam date: Monday, 12/11/2017, 3-6pm (arrangements can be made for students with conflicting final exam schedule).

**Readings:** available at Eastwind Books of Berkeley, 2066 University Ave. Also can be ordered online: [www.AsiaBookCenter.com](http://www.AsiaBookCenter.com)

- *Asian America: Sociological and Interdisciplinary Perspectives.* Pawan Dhingra, Robyn Magalit Rodriguez. Polity: 2014
- *Stand Up! An Archive Collection of the Bay Area Asian American Movement 1968-1974.* Asian Community Center Archive Group.
- Course Reader
- Online: “The Racial Triangulation of Asian Americans”. Politics and Society: 1999. Claire Jean Kim. <http://www.scribd.com/doc/217604787/KIM-CLaire-Jean-Racial-Triangulation-of-Asian-Americans>
- Online reading: *Left or Right of the Colorline: Asian Americans and the Racial Justice Movement.* Soya Jung. [http://www.changelabinfo.com/reports/ChangeLab\\_Left-or-Right-of-the-Color-Line.pdf](http://www.changelabinfo.com/reports/ChangeLab_Left-or-Right-of-the-Color-Line.pdf)
- Online reading: Pew Report: The Rise of Asian Americans. (6-19-2012) [www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/](http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/)
- Additional readings may be assigned and/or recommended. All materials are on reading reserve at Ethnic Studies Library, 30 Stephens Hall.

## **COURSE SYLLABUS**

### **Week 1: Introduction, Course Guidelines & Critical Perspectives (8/23, Wed)**

Class Goals. What type of understanding do we want to achieve about community?

Learning Activities. Work on Response #1. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion section on Zoom. Watch this week’s lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America.* Chapter 1—Introduction

**Reader:** Remarks of Dr. Paul Takagi. Presented at a community panel on Asian American Identity. 1969.

**Reader.** Fu Manchu Lives! Asian Pacific Americans as Permanent Aliens in American Culture. Robert Lee. 159-187. *Transforming Race Relations: The State of Asian Pacific America*. (Paul Ong, editor) LEAP: 2000. Vol. IV.

**Week 2: Critical Perspectives (8/28)**

How does ideology affect perspectives on race and Asian Americans? What is the significance of these paradigms: Asian American Panethnicity. Internal Colonialism. Racial Formation. Class. Diaspora & Transnational?

Learning Activities. Work on Response #1. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion section on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor. Meet with your presentation group to plan out presentations.

*Asian America*. Chapter 2--Race, Ethnicity, Gender, and Sexuality.

**Reader:** "Colonized and Immigrant Minorities" Robert Blauner. 149-160. *From Different Shores*: 1972. (Ron Takaki, ed).

**Reader:** "Settlers of Color and 'Immigrant' Hegemony: 'Locals' in Hawai'i." Haunani-Kay Trask. *Amerasia Journal*. N26:2 (2002): 1-24.

**Reader:** The Structure of Dual Domination: Toward a Paradigm for the Study of the Chinese Diaspora in the U.S." Ling-chi Wang. *Amerasia*. v21, n1&2: 1995. 149-69.

**Reader:** "Asians on the Rim: Transnational Capital and Local Community in the Making of Contemporary Asian America." Arlif Dirlik. 1-24. *Amerasia*: 22:3:1996.

**Week 3: The Asian American Movement: Its Origins and the Politics of Third World Solidarity. (Week 3: 9/5, 9/4 UC Holiday) (Response #1 on weeks 1 & 2 due 9/8)**

What was the international and local context for the arrival of the Asian American movement? What issues brought Asian Americans and other people's of color together? How would you compare the problems during the late 1960s with building multiracial and multiethnic solidarity today?

Learning Activities. Work on Response #2. Begin work on the community comparison sketch. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America*. Chapter 11—Social Movements and Politics

*Stand Up*. Chapters 1-6, 8

**Reader:** "Towards an Understanding of the Internal Colonial Model" John Liu. *Counterpoint*. AASC/UCLA: 1976.

**Reader:** "Of Anti-black Racism" *The Karma of Brown Folk*. U of Minnesota: 2000. Vijay Prashad

**Week 4: The Asian American Movement: The Transition from Student to Community Activism. (9/11)**

What role did the Asian American movement play in social justice issues in the community? How successful were the movements in challenging the existing social and institutional structures?

Learning Activities. Work on Response #2. Begin work on the community comparison sketch. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Stand Up.* Chapters 11-Conclusion.

*International Hotel's Final Victory.* I-Hotel History Committee. 2010.

**Reader:** "The Politics of Solidarity: Interethnic Relations in the Third World Left". From Chapter 6, *Black, Brown, Yellow and Left: Radical Activism in Los Angeles.* UC Press: 2006. Laura Pulido.

**Week 5: New Asian Migration: Immigration, Emergence of a Multiracial America (9/18) (Response #2 on weeks 3 & 4 due 9/22)**

What historical changes led to the new Asian migration and how was it significantly different from previous periods? How has new Asian immigration been received in comparison with Latino immigration? How do these events relate to Asian immigration: 1965 Immigration Act, civil rights movement, global restructuring, Vietnam War, the rise of ethnoburbs? What is the significance of race and class in neighborhood formations?

Learning Activities. Work on the community comparison sketch. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America.* Chapter 3—Arrival and History

**Reader:** "Racial Attitudes and the Color Line(s) at the Close of the Twentieth Century." Taeku Lee. 103-158. *Transforming Race Relations.*

**Reader:** "Residential Patterns of Asian Pacific Americans" Tarry Hum and Michela Zonta. 191-221. *The State of Asian America: Transforming Race Relations*

**Online:** PEW Report. The Rise of Asian Americans.

**Week 6: New Asian Migration: Refugees and Problems of Assimilation (9/25) (Community Comparison Sketch due 9/29)**

What was the background context to Vietnam War and refugee migration? How is refugee settlement different from populations entering as immigrants? How do these events relate to refugee flows and migration: 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> IndoChina Wars; internal & external migration, compassion fatigue, youth deportations. What are some of the issues and tensions that refugee communities face? What is the role of community organization and resistance?

Learning Activities. Work on Response #3. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

**Reader:** “Separate Ways. . . Worlds Apart?: The “Generation Gap” in Vietnamese America as Seen Through The San Jose Mercury News Poll.” Christian Collet and Nadine Selden. *Amerasia* v29:1:2003: 199-217.

**Reader:** “Education and Sex Role Socialization of Vietnamese Immigrant Women.” Gail Kelly. *Major Problems in Asian American History*. 407-412.

**Reader:** “Vietnamese and Cambodian View of “Successful” Adjustment in America.” James Freeman and Usha Welaratna. *Major Problems in Asian American History*. 412-418.

**Reader:** “What’s Going On with the Oakland Museums’s “California and the Vietnam Era” Exhibit?” Loan Dao. *Amerasia* v31:2:2005: 88-106.

**Week 7: Model Minority Myth and Race Relations (10/2)  
(Response #3 on weeks 5 & 6 due 10/6)**

Is the model minority myth a complement or an attack on Asian Americans? What are its historical roots and key areas where the myth has shaped race relations in the Civil Rights backlash? How does mainstream promotion of the model minority myth position Asian Americans in the racial order with African Americans and other peoples of color?

Learning Activities. Work on Field Trip Report. Begin review for midterm examination. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week’s lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

**Reader:** “Asians Without Blacks and Latinos in San Francisco: Missed Lessons of the Common Good” Bill Ong Hing. *Amerasia*: 27:2:2001 pp. 19-27.

**Reader:** “Chapter 5: Struggle and Conformity: The White Racial Frame.” *The Myth of the Model Minority*. Rosalind S. Chou & Joe R. Fegan. 138-180.

**Reader:** Asian and Pacific Islander Youth Victimization and Delinquency: A Case for Disaggregate Data. Thao N. Le and Isami Arifuku. *Amerasia Journal* 31:3 (2005); 29-41.

**Online:** *Left or Right of the Colorline*. (pp. 12-33)

**Weeks 8: Review & Midterm (Review 10/9; Midterm: 10/12, Time & Location TBA)**

**Weeks 9: Economy and Work Comparisons: Emergence of Class Cleavages (10/16)  
(Field Trip #1 due 10/20)**

What economic issues do Asian Americans face today that go beyond glass ceilings? Professionals, working class, poverty and sweatshops. What are similarities and differences in the working lives of Asian and Latino domestic workers?

Learning Activities. Work on Term Paper Topic. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week’s lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America*. Chapter 4—Class and Work Lives

**Reader:** “Welfare Reform’s Impact on Asian American Women.” 4-39. Lora Jo Foo. *Asian American Women*.

**Reader:** “Asian American Garment Workers: Low Wages, Excessive Hours, and Crippling Injuries.” 60-84. Lora Jo Foo. *Asian American Women*.

**Reader:** “Other Low-Wage Workers: Domestic, Home Care, and Restaurant Workers.” Lora Jo Foo. 84-96. Lora Jo Foo. *Asian American Women*.

**Reader:** “Life is a Gamble: State Policies, Gender, and the Global Context of Filipino Migration to the U.S.” Barbara Posadas and Roland Guyotte. *Remapping Asian American History*. Sucheng Chan, ed.

**Reader:** Chapter 1, *Disposable Domestic: Immigrant Women Workers in the Global Economy*. South End: 2001. Grace Chang.

**Weeks 10: Confronting Adversity: Racism in Popular Culture with Comparisons (10/23) (Option A and B Paper Topics Due 10/27)**

What ramifications does racism in popular culture have on Asian Americans and the public’s perception of Asian Americans? Have racial typecasting of Asian Americans in film and other popular medium disappeared or have they continued in other ways? What have been avenues for Asian Americans and others to resist racism in popular culture? Compare similar issues with other race and ethnic groups.

Learning Activities. Work on Field Trip Report. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week’s lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America*. Chapter 8—Media and Popular Culture

**Reader:** “Gangsters, Gooks, Geishas and Geeks.” Helen Zia. 109-135. *Asian American Dreams*.

**Reader:** “Seeing Yellow: Asian Identities in Film and Video. Richard Fung. 161-171. *The State of Asian America*.

**Week 11: Confronting Adversity: Anti-Asian Violence and Hate Crimes (10/30) (Field Trip #2 due 11/3)**

What have been the different categories of hate crimes affecting Asian Americans? What has been the reason for neglect in naming anti-Asian violence as hate crimes?

Learning Activities. Work on Term Paper. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week’s lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

**Reader:** “Teaching *Who Killed Vincent Chin?*-1991 and 2001.” Jean Wu. *Amerasia*: 28:3:13-23.

**Reader:** “Domestic Terrorism: The Ideology of Division and the Power of Naming.” Lisa Yun. *Amerasia*: 28:3: 25-31.

**Reader:** “Demons in the Parking Lot.” Dana Frank. *Amerasia*: 28:3: 33-50.

**Reader:** “Targeting Arab/Muslim/South Asian Americans: Criminalization and Cultural Citizenship. Louise Cankar and Sunaina Maira. *Amerasia*: 31:3: 1-27.

**Week 12: Confronting Adversity: Lessons from the Los Angeles Riots of 1992 (11/6)**

What were the underlying causes of the Los Angeles riots? What does this say about the state of race relations today. How do Asian Americans see themselves in the racial divide: black, white or in-between? What is the importance today for Asian Americans to participate in coalition work to improve the state of race relations?

Learning Activities. Work on Term Paper. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America*. Chapter 10—Inter-Minority Relations

**Reader:** "Lost and Found in LA." Helen Zia. 166-194. *Asian American Dreams*.

**Reader:** "Competing Visions: Political Formation of Korean Americans in Los Angeles, 1992-1997." Edward J.W. Park. 41-57. *Amerasia*: v24:1: 1998: 41-57.

**Reader:** "America's First Multiethnic Riots." 101-119. Edward Chang. *State of Asian America*.

**Week 13: Confronting Adversity: Asian Americans as Perpetual Foreigners I: Citizenship (11/13)  
(Response #4 on weeks 11 & 12 due 11/17)**

What is the correlation between international crisis, war and racism? How are ideas of citizenship and social belonging defined during these times of crisis? How does this take the form of Mongolophobia and Islamophobia?

Learning Activities. Work on Response #4. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

*Asian America*. Chapter 7—Citizenship

**Reader:** "Oh, Say, Can You See? Post September 11." Helen Zia. *Asian Americans on War and Peace*. 1-10.

**Reader:** "Political Analysis: Cambodian Deportations." Committee Against Southeast Asian Deportations. API Force. 2002. 1-7.

**Week 14: Confronting Adversity: Asian Americans as Perpetual Foreigners II: Racial Scapegoating, Resistance to Racial Triangulation (11/20, 11/22 is Thanksgiving Holiday) (Field Trip #3 due 11/24)**

How have Asian Americans been affected by and how have they dealt with the perpetual foreigner stereotype in American politics? Are they integrated today into mainstream politics or are they still marginalized during elections and scapegoated during times of international crisis? How has this experience been shared with Muslims and South Asians in the post-9/11 contemporary period?

Learning Activities. Work on term paper. Work on Field Trip report. Post at least one comment or question to Discussion Board for this weeks materials and reply to at least one of your classmates. Attend live discussion on Zoom. Watch this week's lecture videos and take accompanying quiz. Attend optional live office hours with your instructor.

**Reader:** "Race, Class, Citizenship, and Extraterritoriality: Asian Americans and the 1996 Campaign Finance Scandal." Ling-chi Wang. *Amerasia*:v24:1:1-21.

**Reader:** Letter to President William Clinton. Ling-chi Wang. Oct. 6, 2000.

**Online:** "The Racial Triangulation of Asian Americans". *Politics and Society*: 1999. Claire Jean Kim. <http://www.scribd.com/doc/217604787/KIM-CLaire-Jean-Racial-Triangulation-of-Asian-Americans>



**Week 15: Current Status in the Building a Multiracial Democracy (11/27)**  
**Term Papers due 12/1. Late papers are deducted half a point per day.**  
**(Field Trip #4 due 12/4)**

What is the current status for Asian Americans today with regards to race relations and the building of a multiracial democracy? What are some key issues of internalized oppression that remain to be addressed within the Asian American community including homophobia and domestic violence? In times of social unrest, political crisis and natural disaster, how have Asian Americans been positioned in society? How have Asian Americans resisted negative portrayals and treatment, redefining their role in the building of a multiracial democracy?

What did we learn this semester? Were we able to meet our expectations?  
What is the future direction for Asian American community and its role in a broader movement to create a multiracial democracy?

Learning Activities. Complete term paper. Work on Field Trip report. Post at least one comment or question to Discussion Board for this weeks review materials and reply to at least one of your classmates. Attend live discussion on Zoom. Attend optional live office hours with your instructor.

*Asian America*. Chapter 6—Family and Personal Relations

*Asian America*. Chapter 9—Identity

**Reader:** “Stories from the Homefront: Perspectives of Asian American Parents with Lesbian Daughters and Gay Sons.” Alice Y. Hom. 303-314. *Contemporary Asian America*.

**Reader:** “Jean Quan and the Death of Asian America.” Chris Fan. Hyhen. Nov 21, 2011.

**Reader:** “Deporting Our Souls and Defending Our Immigrants.” Bill Ong Hing. *Amerasia*: 31:3 (2005): xi-xxxii.

\*\*\*\*\*

**Option A: Research Paper**

With approval of instructor, choose a specific topic that affects the Asian American community. The paper topic should not be overly generalized and should focus on studying a social problem affecting the Asian American community. Ten pages, double-spaced with footnotes and bibliography. Your bibliography should include class materials (readings and lectures) and multiple sources from library research.

**Option B: Student Community Study Projects**

The student community study project should be conducted in an off-campus community setting. It should include a written reflective report that evaluates both your work and the organization you were involved with (6 pages minimum in addition to a work log). The report should include your interaction with community members in pre-approved projects. In the appendix, maintain a log of your community work. You should participate in a minimum of eight sessions and report on your interaction with the project during each session. Cite, footnote and include a bibliography from relevant class materials (lecture, readings, etc.). No outside research required.

Below here are some examples Bay Area Option B possibilities.

For outside the Bay Area, students will need to work with instructors for selection of alternative Option B locations.

Chinese Historical of America. SF. [www.chsa.org](http://www.chsa.org).

Chinese Progressive Association, SF. Involved in immigrant workers organizing in San Francisco Chinatown. [www.cpasf.org](http://www.cpasf.org). Contact: [alex@cpasf.org](mailto:alex@cpasf.org)

Filipino Community Center. SF. Terry Valen <[terrencevalen@yahoo.com](mailto:terrencevalen@yahoo.com)>

Hardboiled. Student Asian Pacific American news magazine, UC Berkeley. [www.hardboiled.berkeley.edu](http://www.hardboiled.berkeley.edu).

Korean Community Center of the Eastbay, Oakland. Email: [artchoi@kcceb.org](mailto:artchoi@kcceb.org). [www.kcceb.org](http://www.kcceb.org).

Manilatown Center. SF. See: [www.manilatown.org](http://www.manilatown.org).

Oakland Asian Cultural Center, Oakland. See: [oacc.cc](http://oacc.cc)

APIICON. Asian Pacific Islanders Issues Conference, UC Berkeley. September 30, 2017. 9am-5pm. Join a committee to organize and build for this years conference. UC Berkeley's Asian Pacific Islander Issues Conference (APIICON) is an annual conference that was created in 1989 as a space for Asian American and Pacific Islander students, faculty, staff, and community members to build community together while fostering a space to discuss and learn about issues facing the diverse communities it holds.

Oakland Asian Educational Services. [www.oases.org](http://www.oases.org) 2025 East 12<sup>th</sup> St., Oakland. 510 533-1092. Involved in tutorials in Oakland Chinatown area. Support for Chinese and Southeast Asian children. Elementary, middle and high school. One-day/week. UC Carpools leave daily.

Reach! Asian/Pacific Islander Recruitment and Retention Center, UC Berkeley.

This recruitment and retention center meets the needs of those that do not have equal access to higher education, particularly those Asian/Pacific Islanders traditionally underrepresented in institutions of higher education. [www.reach.berkeley.edu](http://www.reach.berkeley.edu)

Pilipino Academic Student Services (PASS), UC Berkeley.

PASS serves as a recruitment and retention center to provide assistance to Pilipino high school students in achieving a higher education. This program offers specialized workshops, orientations, and resources to aid the Pilipino youth in the Bay Area and Southern California. Web: [www.pass.berkeley.edu](http://www.pass.berkeley.edu)

Southeast Asian Student Coalition (SASC), UC Berkeley.

Focus on issues affecting the Southeast Asian campus and community. There are many ways to be involved within SASC such as SEApop (writing to people incarceration), SEA Grad (Southeast Asian Graduation), SEAM (Southeast Asian Mentorship), SASC Benefit Concert, Anthology (writing and art) and SASC Summer Institute. Website: [www.sasc.berkeley.edu](http://www.sasc.berkeley.edu)

See your instructor about other Asian American education related community projects.

\*\*\*\*\*

Field-trip related sources. For outside the Bay Area locations, students will work with instructors for alternatives.

Bay Area Resources

SF International Asian American Film Festival., SF Japantown. [www.caamedia.org](http://www.caamedia.org); Chinatown, SF:

Chinese Historical Society of America, SF. [www.chsa.org](http://www.chsa.org);

Manilatown, SF: International Hotel; [www.manilatown.org](http://www.manilatown.org)

Eastwind Books of Berkeley author events. See [www.asiabookcenter.com](http://www.asiabookcenter.com)  
Japantown, SF: Japanese Cultural and Community Center of Northern California. [www.jccnc.org](http://www.jccnc.org);

Previously visited community sketch locations: Little Saigon, SF. Koreatown & Chinatown, Oakland.  
Pacific East Mall, El Cerrito.

### Schedule of Activities

Date	Item
9-8-2017	Response #1 (Week 1 & 2)
9-22-2017	Response #2 (Week 3 & 4)
9-29-2017	Community Comparison Sketch
10-6-2017	Response #3 (Week 5 & 6)
10-12-2017	Midterm - Part A (online) & B (in person: 6-7pm, location tba, bring laptop)
10-20-2017	Field Trip #1
10-27-2017	Paper Topic
11-3-2017	Field Trip #2
11-17-2017	Response #4 (Week 11 & 12)
11-24-2017	Field Trip #3
12-1-2017	Term Paper
12-4-2017	Field Trip #4
TBA	Final Exam (Part A & B [Part B location, time tba])



