GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/29/2022

Approved by GCCCD Governing Board: 12/13/2022

ENGLISH 239 – ASIAN AMERICAN LITERATURE

 1. Course Number             Course Title    Semester Units

 ENGL 239               Asian American Literature                 3

        Semester Hours

 3 hours lecture (48-54 total hours); 96-108 outside-of-class hours; 144-162 total hours

 2. Course Prerequisites

 None

 Corequisite

 None

 Recommended Preparation

 None

 3. Catalog Description

This course in Asian American Literature will include poetry, ballads, short stories, novels, plays, and nonfiction prose. “Asian” is a broad category that includes, but is not limited to, persons who trace their roots to at least China, Japan, Korea, Burma (or Myanmar), Vietnam, Malaysia, Indonesia, the Philippines, Hawai’i, the Pacific Islands, Cambodia, Laos, Thailand, India, Bangladesh, or Pakistan. Historically, industrialization, technological development, and a rejection of tradition have invoked ideologies of the “Oriental other,” “the Yellow Peril,” and the “model minority.” But the literary works herein challenge such narratives and set the stage to examine an age marked by migration, war, imperialism, (neo)colonialism, and globalization. Students will be invited to read and discuss a variety of texts that represent Asia and the Pacific Islands during and after World War II, and that challenge ideas about the past and present, the traditional and the modern, and “the West” and “the East.” Students will analyze the literature and apply critical theory to describe events in the histories, cultures, and intellectual and literary traditions, with special focus on the lived experiences, social struggles, and contributions of Asian Americans, Native Hawai’ians, and Pacific Islander Americans in the United States. Note: Also listed as ETHN 239. Not open to students with credit in ETHN 239.

 4. Course Objectives

The students will:

1. Understand that “Asian” is a broad category that includes, but is not limited to, persons who trace their roots to at least China, Japan, Korea, Burma (or Myanmar), Vietnam, Malaysia, Indonesia, the Philippines, Hawai’i, the Pacific Islands, Cambodia, Laos, Thailand, India, Bangladesh, or Pakistan.
2. Analyze, interpret, and assess Asian, Native Hawai’ian, and Pacific Islander American literary works within the social, political, historical, cultural and aesthetic contexts that have formed the Asian American experience and the experiences of additional Asian cultures within the United States.
3. Evaluate the literary and intellectual contributions Asian writers have made to American culture, as well as the linguistic, historical, philosophical, social, political, and aesthetic impact of Asian, Native Hawai’ian, and Pacific Islander literature on American culture and society.
4. Apply theory and knowledge produced by Asian 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.
5. 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.
6. 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.
7. 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.
8. 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.

 5. Instructional Facilities

 Standard Classroom

 6. Special Materials Required of Student

 None

 7. Course Content

* 1. Asian, Native Hawai’ian, and Pacific Islander American literature from the following literary periods:
		1. Early Asian Immigrants–The First Wave (e.g., Camilla Fojas, Ronald Takaki, Haunani-Kay Trask).
		2. Chinese Exclusion, Imperialism in the Philippines, and the Migration of Colonials (e.g., Carlos Bulosan, Louis Chu, Kelli Estes, Beth Lew-Williams, Judy Patacsil, John Tschen).
		3. World War II and the Japanese-American Internment i.e. Asian Americans in the Civil Rights Era (e.g., John Okada, Greg Robinson, Richard Reeves, Monica Sone, George Takei).
		4. The Second Wave: Post-1965 Immigration, Korean Americans, Southeast Asians, and the Changing Community (e.g., Jhumpa Lahiri, Grace Lee, Suji Kwock Kim, Kyeyoung Park, Vijay Prashad, Kao Kalia Yang).
		5. New Immigrants, New Identities (e.g., Elaine Castillo, Celeste Ng, Ocean Vuong).
1. Approaches to the interpretation of Asian, Native Hawai’ian, and Pacific Islander literature.
2. Socio-economic, political, and cultural influences on Asian, Native Hawai’ian, and Pacific Islander American literature.
3. The linguistic, historical, philosophical, social, political, and aesthetic impact of Asian, Native Hawai’ian, and Pacific Islander literature on mainstream American culture and society.

 8. Method of Instruction

1. Lectures and presentations by the instructor and visiting writers and/or speakers
2. Facilitation of student analysis, interpretation, and discussion of literature
3. Students’ written reports and/or oral presentations on selected topics or authors
4. Films, audio recordings, and digital presentations across various platforms/tools
5. Individual conferences to discuss sample student or professional’s writing
6. Field trips to appropriate cultural and literary activities
7. Diverse types of texts (i.e., films, scholarly sources, textbooks, short video content, podcasts, social media, and audio clips)

 9. Methods of Evaluating Student Performance

1. Reader responses/journals on assigned readings.
2. Quizzes on assigned readings (multiple choice, multiple option, true or false, short response, short list).
3. Student-facilitated presentations and projects.
4. In-class interpretation, summary, analysis, and discussion of literature.
5. Reviews of literary arts activities (i.e., author or poet readings, plays, etc.).
6. Source collection/research development exercises, such as annotated bibliographies.
7. Contributions to small-group activities and/or peer workshops.
8. Metacognitive reflections and/or self-assessments regarding learning experiences.
9. In-class essays and exams.
10. Out-of-class evidenced-based analytical essays (prepared in standard MLA format) that may
require research.

10. Outside Class Assignments

1. Sample Paper Topic: Personal narrative is a significant genre in Asian American literature and history. Explore your ethnicity, and write a short personal narrative reflecting your own experiences growing up.
2. Sample Debate Topic: To what extent is the “model minority myth/stereotype” detrimental or beneficial to Asian Americans? Use the readings in class as well as 3-5 sources you find on your own to support your claim. Your paper should include a strong thesis and a balance of both sides of the issue.
3. Sample Researched Multimedia Presentation: Students will sign up for a reading or author that will be covered on the syllabus. Ahead of that assigned reading, the student will create a multimedia presentation, to include at least 500 words of writing and at least two alternative media, such as video clips, audio clips, images, infographics, hyperlinks to web sites, blogs, etc. The presentation will focus on historical, political, cultural, and/or biographical information to help contextualize the assigned reading for that class session.
4. Sample Current Event Assignment: Select an article, video, or other text that reflects a current issue that affects the Asian American community. In one page, discuss the significance of this issue and any connections you can make to topics/readings we’ve discussed in class so far.
5. Sample Event Reflection: After attending a cultural or literary event on the campus or in the greater community, reflect on how the themes or topics covered relate to a concept or reading we’ve discussed in this course.

11. Representative Texts

a. Representative Text(s):

1. Bulosan, Carlos, et al. *America Is in the Heart.* Originally published: 1946. New York, New York, Penguin Books, 2019.
2. Chiang, Mark. *The Cultural Capital of Asian American Studies Autonomy and Representation in the University*. New York: New York University Press, 2009.
3. Chin, Frank, et al. *Aiiieeeee! An Anthology of Asian American Writers*. University of Washington Press, 2019.
4. Choy, Catherine Ceniza. *Asian American Histories of the United States*. New York: Beacon Press, 2022.
5. Danico, Mary Yu., and Franklin Ng. *Asian American Issues*. Westport, Conn: Greenwood Press, 2004.
6. Estes, Kelli. *The Girl Who Wrote in Silk*: *A Novel of Chinese Immigration to the Pacific Northwest, Inspired by True Events.* Thorndike Press, 2015.
7. Kingston, Maxine Hong. *The Woman Warrior*. New York, Vintage International, 1976.
8. McMullin, Dan Taulapapa. *Coconut Milk.* Tucson, Ariz. Univ. of Arizona Press C, 2013.
9. Otsuka, Julie. *When the Emperor Was Divine.* 2002. Alfred A. Knopf, 2017.
10. Takei, George, et al. *They Called Us Enemy*. Top Shelf Productions, 2019.
11. Vuong, Ocean. *On Earth We’re Briefly Gorgeous.* Vintage, 2020.

       b. Supplementary texts and films:

1. *American Revolutionary: The Evolution of Grace Lee Boggs*. Directed by Grace Lee, 2013.
2. *Free Chul Soo Lee*. Directed by Julie Ha and Eugene Yi, Co-production of ITVS, in association with CAAM, 2022.
3. Lew-Williams, Beth. *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Harvard University Press, 2018.
4. Park, Kyeyoung. *The Korean American Dream: Immigrants and Small Business in New York City*. Cornell University Press, 1997.
5. Patacsil, Judy, et al. *Filipinos in San Diego*. Arcadia Pub, 2010.
6. Robinson, Greg. *A Tragedy of Democracy: Japanese Confinement in North America*. New York: Columbia University Press, 2009.
7. Wu, Ellen D. *The Color of Success: Asian Americans and the Origins of the Model Minority*. Princeton University Press, 2015.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret Asian, Native Hawai’ian, and Pacific Islander American literary works in various genres.
2. Write evidence-based literary analyses of Asian, Native Hawai’ian, and Pacific Islander American literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
3. Differentiate the characteristics and thematic content of Asian, Native Hawai’ian, and Pacific Islander American literature from Euro-American literature, and construct an understanding of the Asian, Native Hawai’ian, and Pacific Islander American experience through Asian, Native Hawai’ian, and Pacific Islander American literary works.
4. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments throughout history to the present.