

AAS 346  
(also HDFS 341):  
**Asian American Youth**  
Course Syllabus

<b><u>Course time:</u></b>	M/W 10-11:20	<b><u>Professor:</u></b>	Soo Ah Kwon
<b><u>Place:</u></b>	236 Wohlers Hall	<b><u>Email:</u></b>	<a href="mailto:sakwon@illinois.edu">sakwon@illinois.edu</a>
<b><u>Credit:</u></b>	3 hours	<b><u>Office phone:</u></b>	333-5781
<b><u>Semester:</u></b>	Fall 2010	<b><u>Office:</u></b>	233 Bevier Hall
<b><u>Office Hours:</u></b>	Mondays 1:30-2:30		

**Course Description:**

Asian and Pacific Islander (API) youth make up one of the fastest growing populations in the United States. According to the 2000 census, approximately 90% of the API population are either foreign born or are second-generation with immigrant parents. A large portion of this population are the 1.5 and second-generation who have come of age in the 21<sup>st</sup> century in the post 1965 immigration era. These API youth represent an extremely heterogeneous population including Cambodian, Chinese, Hawaiian, Filipino, Japanese, Indian, Korean, Laotian, Mien, Samoan, Thai, Tongan, and mixed race youth. We will explore the ways that second-generation youth are actively shaping the U.S. landscape in terms of identity formation, youth culture, education, and activism. These experiences will be examined within larger historical, economic, racial, social and political forces in the United States. We will also compare and situate the unique (and not so unique) experiences of API youth with young people of different racial and ethnic backgrounds.

In addition to an engagement of texts from different academic disciplines to provide us with theoretical perspectives of young people, this course will provide students with first hand research experience as part of *The Ethnography of the University Initiative (EUI)* by engaging students in the research process and meaningfully interrogate the U of I. EUI is a campus-wide project committed to engaging students in the research process and to meaningfully interrogate the U of I. It is also committed to the creation of an on-line database that allows students to draw on and contribute to other students' research. Students will conduct ethnographic (field research and/or archive based) project that takes up some aspect of Asian American youth at the U of I. In conducting field research you will need to observe IRB (Institutional Review Board) protocol that are designed to protect that rights of those who become the "human subjects" of your research.

A desired outcome of the course is that engagement with both theory and research practice of issues concerning youth, and Asian American youth in particular, will allow students to gain a fuller understanding of race, class, culture, diversity, and gender in U.S society. Moreover, in conducting research related to Asian American youth on campus such as student organizations, sororities or fraternities, student housing life, religious life, and cultural houses, the course will provide students with the opportunity to closely examine issues of student racial diversity at the University of Illinois. Also as part of the EUI project, students will critically examine an institution that is closest to their daily experience: their university. As such, students will investigate the role of the university in student life and different purposes and outcomes of college education.

Possible EUI research topics:

- Asian American student organizations (ethnic-specific, i.e. Chinese Students and Scholar Association, or pan-ethnic, i.e. Asian American Pacific Coalition)
- Asian American sororities and fraternities
- Student housing spaces
- U of I Asian American student “hang-outs” or social spaces, i.e. restaurants, bars, specific campus areas, cafeterias, etc.
- History of Asian American studies (or other ethnic studies programs) at U of I
- Asian American churches, temples, college-church groups, prayer groups, etc.
- Oral history project of Asian American studies faculty and staff
- Asian American Cultural Center
- Asian American students in relation to Asian American communities off-campus in Urbana-Champaign area
- Asian American studies students (undergraduate minors or graduate students)

**Interdisciplinary Minor in Asian American Studies**

The Asian American Studies Program offers a campus-wide Interdisciplinary Minor. This minor represents a coherent program for students who wish to deepen their study of Asian American histories, experiences, contemporary issues and social problems as a part of their liberal education and understanding of multicultural America. It is relevant to curricula such as sciences and letters, business, economics, education, health studies, pre-law, social work, or urban and regional planning.

A student's plan of courses for the minor must be approved by the Asian American Studies Program. The minor will consist of 21 hours of approved courses from diverse departments and must include:

Hours	Requirements
3	AAS 100 Intro Asian American Studies
18	3 courses in the Humanities and 3 courses in the Social Sciences from Asian American Studies Program approved course list <sup>1</sup>
21	Total hours

No course may be used to satisfy more than one requirement.

1. No more than 6 hours (beyond AAS 100) may be at the 100 level. At least six hours of 300- or 400-level courses are required.

**For more information please contact**

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217 265 4086 [kudaliga@uiuc.edu](mailto:kudaliga@uiuc.edu)

## Class Policies

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**Moodle:** You will utilize the course website on Moodle. You can access the website at: <https://courses.las.illinois.edu/> If you enrolled in the course before the first day of class you will be automatically enrolled. If not, you may have to manually add yourself to the course. Please search for AAS 346 Asian American Youth under Fall 2010 courses. The password will be aas346 for a limited time. You are responsible for setting up your own Moodle password. Please contact ATLAS for technical Moodle assistance (such as not being able to set up an account, forgetting password, etc.) not your professor.

All class requirements and attendance will be graded and recorded on Moodle. Other important announcements and documents relevant to the course will be posted on Moodle as well so make sure you to check Moodle regularly.

**Email:** Please limit your emails to important and necessary matters. Many answers to your questions may be in the syllabus. Please consult your syllabus before emailing me regarding “quick questions.” I will not answer emails in which your answers can be found in the syllabus. Please also use AAS 346 as the subject heading in your email inquires.

**No Laptop Policy:** Use of laptop computers are not allowed during classroom time. No exceptions.

**Classroom Etiquette:** Please be prompt to class and please do not leave early, or pack up before class is over. PLEASE DO NOT sleep, talk on your cell phone, text, etc during lecture or section. MAKE SURE TO SILENCE OR TURN OFF ALL CELL PHONES, BEEPERS, ALARMS, or any other gadgets that may disrupt others during class time.

## Class Requirements

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### Required Readings:

- All required course readings are available on electronic library reserve.

### Course requirements:

Students must complete all course requirements to pass the class.

Requirements	points
Attendance	250
Class participation	50
In class assignments (10 worth 20 points each)	200
Reading reflections (4 worth 25 points each)	100
Class presentation	50
<i>EUI project</i> assignments (10 worth 35 points each)	350
<b>Total</b>	1000

### Letter Grade Breakdown:

Points	Grade	Points	Grade
980-1000	A+	730-769	C
930-979	A	700-729	C-
900-929	A-	670-699	D+
870-899	B+	630-669	D
830-869	B	600-629	D-
800-829	B-	↓ 599	F
770-799	C+		

### Attendance and participation:

**Attendance is mandatory!** Students are expected to attend every class session, participate in class discussions and activities, keep up with course readings, and come to class prepared and ready to discuss the assigned readings. This also means being on time! Because this course is designed as a discussion seminar, your contribution is essential. In addition to covering essential course content, class time will also involve activities and assignments important for your research projects and readings. If you think you will have to miss a course you should reconsider taking this course!

Absences will only be excused with documented official university excuses. *Please note that McKinley Health Center does not provide medical excuses;* you may need to contact your Emergency Dean to document illness.

Participation means speaking up in class, actively listening during class discussions, and partaking in class activities. If you tend to be an active participant in other courses, this should not be a problem for you; for those who tend to be shy or would rather choose to stay quiet in class, this class will challenge you in a good way (I hope). A good rule for active and passive participants and talkers is to be conscious of “stepping-up” or “stepping-down.” By this I mean, if you realize you have not said a word in class or have not been an active participant, you might want to “step-up”; and the opposite for those of you who know you talk too much, you might want to “step-down” and give space for others to participate.

In class assignments: There will be various in class assignments that will vary in activity. Please note that not all in class activities are indicated on the syllabus. **There are no make-ups for missed in class assignments** without an excused absence.

### Readings:

Readings listed on the syllabus are required! Readings have been carefully selected to cover the material covered during class time. Please make sure to READ the readings as indicated. **It is very important that you bring the appropriate readings to class so that we can refer to them during class time.** This means printing it out, (yes printing them out) and bringing them to class. This is still cheaper than doing a course reader or books that you will have to purchase.

### Reading responses:

In order to facilitate class discussion there will be **FOUR** reading responses due throughout the course. The purpose of these responses is for you to delve deeper into the required readings.

You may choose which readings you would like to write a response for, but you must complete four before the end of the semester. These should be typed 1-2 page double spaced response (no shorter, no longer). Reading responses will be due on the **day** of the week you choose to do them **before class on Moodle**. For example, if you choose to respond to the readings listed under 8/30, then you will post your response before class on 8/30. Reading responses should include **one** (not all) of the following:

1. Something (argumentative and/or empirical—argumentative is the more powerful) that surprised or deeply interested you (i.e., something that challenges a prior understanding you had, something that you would have previously found hard to believe etc.) (Your entry should also indicate why you are surprised). **SURPRISE**
2. Something that confirms something you already knew (i.e., something that doesn't surprise you at all) (your entry should indicate why you are not surprised). **CONFIRM**
3. Something you would like to know more about (you might in conjunction suggest one more cited sources (i.e., from the bibliographies) that intrigue you). **CURIOUS**
4. A term/phrase/idea (perhaps a theoretical construct) that you find helpful/inspiring (Your entry should include your understanding of the selection). **HELP**
5. Something that you don't understand: this could be a term, an idea, an argument, a passage (feel free to list page and paragraph #) etc. (If you do not have something for this entry that is fine –i.e., do not force yourself to be confused!) **CONFUSE**
6. Something that you would personally like to research (or at least are curious about) at the U of I that draws on one of the readings. **RELATE**

Please use the bolded terms above to introduce each entry. We may use your responses in class so it is critical that you have these prepared before class.

### Class presentation

In this assignment you will be bring in an artifact that address the question: “What is Asian American Youth?” An artifact can take the form of a news article, advertisement, image, song, video clip, and etcetera. You will present this artifact to the class. You will analyze your artifact and how it relates to themes discussed in class and readings of Asian American youth. An analysis of your artifact should go beyond an explanation of how your artifact points to alternative representations of Asian American youth or reinforce mainstream understandings of Asian American youth.

Please also hand in a brief 1-page paper (a couple of paragraphs) about why you chose the artifact and your analysis of the artifact on the day of your presentation. You will work in pairs for this assignment. Each pair will have 15 to 20 minutes for the presentation.

### Extra Credit

You may watch and do a write up on films related to the course material. Please refer to the applicable films on the extra credit film list posted on Moodle. You are encouraged to watch these films and write a 1-page analysis of the film. The write-up **should not** be a summary of the movie, but an analysis of how it relates to themes and concepts covered in the course. You

must refer to at least one of the course readings in your write up. All extra credit assignments are worth 20 points with a maximum of 2 total assignments.

#### EUI Research project assignments and due dates:

EUI project assignments are to be submitted on-line on Moodle. You must submit it in **TWO SEPARATE** places on Moodle. The first is under “Student Research Projects” and added in the appropriate field. Refer to EUI assignments description below for detailed instructions. The second place is under the “EUI Assignment” by the appropriate assignment number. The second part under EUI assignment is where your submitted entry will be dated and timed to ensure that your assignment was turned in on time. It is also where I will grade and comment on your assignment. Please do not forget to place it in two places. Each person must enter an entry even if it is listed as a “Group Item.” For group items, each person in your group will enter the same entry.

EUI assignments are due **before the start of class** on the date indicated (unless otherwise noted). **You must complete all EUI assignments to pass the course.** You will be deducted 5 points for every 24 hours you are late in turning in an EUI assignment.

As you will notice these assignment vary in length and intensity. Please make sure to plan accordingly to complete these items on time. For example, schedule interviews before the write up is due! **Also please make sure to properly edit and spell check all your entries.** Remember these will be potentially archived and also available for view by your fellow classmates during the semester and you want to put your best work out there!

Please note that at any point you are welcome to go back and add to an earlier entry; some of you might at this point want to extend or refine the question you asked. ***If you do revise entries, please do not erase previous entries but rather add a new entry under your old one with a new date.***

Due Mon 9/13

#### **Assignment #1—EUI Archives**

Exploring EUI archives for studies of Asian Americans at U of I  
*Enter under “EUI Archives”*

Please browse the EUI archives at <http://www.ideals.uiuc.edu/handle/2142/755> to view archive materials that deal directly or indirectly with Asian Americans at the U of I. This can be of any archive materials (including inquiry pages, study write-ups, video presentations, maps, audio clips, etc. After choosing your material, write a short analysis of it (2-3 paragraphs). In the analysis you should pay attention to how what you chose reveals about the broader research project it was part including: (1) the research questions; (2) methods used; (3) findings and implications for U of I; (4) what intrigues/interests you about this study/archive material. For some of you this assignment will inaugurate your ethnographic project (for others of you this will NOT be the case and that is no problem).

Due Wed 9/22

#### **Assignment #2—A Question**

*Enter under “Question”*

In a couple of sentences raise a question that you think you might in some way be able to explore locally. What would such an exploration teach us about Asian American youth and about the U of I? Feel free to draw here from your reading responses if you have done any.

Due Wed 9/29

**Assignment #3—Refine Question and A Plan (GROUP ITEM)**

*Enter under “Question” and “Plan”*

Please enter new research question(s) as decided by your research group.

Write a short entry in which you begin to sketch out an ethnographic project, including a few (2-3) preliminary investigations that you will conduct during the course of this semester. This may involve sitting in on meetings, conducting interviews, looking through archival materials, etc.

Due Wed 10/25

**Assignment #4—Data Observation**

*Enter under “Data (observation)”*

Write a 1 to 2 page report about an observation that you conducted that is related to your research project. This should not be your raw data but rather a summary and analysis of your observation.

Due Wed 11/8

**Assignment #5—Interview**

*Enter under “Data (Interview)”*

Write a 1 to 2-page synopsis of an interview you conducted that is related to your research project. Please do not turn in your raw data. Rather, it should be a narrative of the interview you conducted with key quotes and findings.

Due Wed 11/17 by midnight

**Assignment #6—Analysis (GROUP ITEM)**

*Enter under “Analysis”*

In 2 to 3 pages please review your primary findings on the basis of your ethnographic data collection (interviews and analysis) so far. Please link your findings with at least 3 of the readings from the course. How do your findings relate to (agree with, refute, extend, challenge) the findings/arguments of class reading selections. You may also feel free to link to readings that were not assigned.

Due Fri 12/3 by 5pm

**Assignment #7—Research Narrative (GROUP ITEM)**

*Enter under “Research Narrative”*

The research proposal is in many ways the culmination of your *EUI project*. Please write a 5 to 7 page narrative in which on based on the research you conducted this semester on a topic related to Asian American youth at the U of I. You should have a (1) question and (2) research plan that draws on all your research teams' (3) preliminary findings (i.e., from the semester's observations/interviews). And you should (4) link your question and research to readings (at least 2) from the semester, (5) and previous EUI projects (at least 2). Look over previous assignments where you made these links already. The narrative should include a bibliography. PLEASE MAKE SURE TO EDIT AND SPELL CHECK!

Due Mon 12/6

**Assignment #8—Overview and Recommendations (GROUP ITEM)**

(1) Overview

(1a) Enter under “About the Author” (This entry only will be an INDIVIDUAL ITEM)  
Here you decide what you would like readers to know about you; this often allows you to think about what personal characteristics they think are relevant to their role as investigator.

(1b) Enter a “Title” for you project

(1c) Enter under “Keywords”  
Here you decide on keywords (2 to 3) that characterize your project. The words can be thematic, theoretical, and/or methodological.

(1d) Enter under “Abstract”  
Here you describe your research question/s, method/s, and findings succinctly. No more than 100 words.

(2) Recommendations to the University and/or others

*Enter under “Recommendations”*

Do you have recommendations to make on the basis of your research? Think carefully about the implications of your findings for the U of I or elsewhere and state them. A paragraph or so will suffice.

Due Mon 12/6 or Wed 12/8

**Assignment #9—Project presentation (GROUP ITEM)**

You will present with your group your research project. Each presentation should be 10 to 15 minutes.

Due Wed 12/10 by noon

**Assignment #10—Reflect**

*Enter under “Reflect”*

This is a space for you to record your reflections on the process/experience of research



What did you think about doing this EUI project? Was this a new experience for you? What did you like/dislike? How could the course have better prepared/guided you in this project, etc. Please also reflect on the EUI research process such as recording the research process (Moodle), working in an on-line environment, conducting interviews and observations, searching archives, compliance with IRB, the possibility of archiving etc.

## **Class Schedule**

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### **Introduction**

Mon 8/23: Introduction to course and each other

- Please make sure to sign up for Moodle
- Read your syllabus carefully.

Wed 8/25: Who are Asian American Youth?

- David Brand (1987) "The New Whiz Kids." *Time*. August 31.
- Melissa Hung (2002), "The Lost Generation" *East Bay Express*, June 12.

\*\*Sunday 9/5\*

- Attend "Asiantation" a new student-welcoming event held from 7 to 9pm at Illini Union ABC Rooms
- Attend at least one hour of this event and complete assignment on Moodle.

Mon 8/30: Immigration and the new second generation

- Zhou, Min "Coming of Age at the Turn of the Twenty-First Century: A Demographic Profile of Asian American Youth." In Asian American Youth: Culture, Identity, and Ethnicity. New York: Routledge, 2004, 33-50

Wed 9/1: Asian American movement and "Asian American" identity

- Espiritu, Yen Le. "Coming Together: The Asian American Movement" in Asian American Panethnicity: Bridging Institutions and Identities. Philadelphia: Temple University Press, 1992, 19-52.

Mon 9/6: Labor Day—No class

Wed 9/8: Ethnography of the university

- Nathan, Rebekah. "Welcome to Any U." *My Freshman Year: What a Professor Learned by Becoming a Student*. Ithaca: Cornell University Press, 2005. 1-18.

### **Class will meet at ACES computer lab today, room 022**

*The College of Agricultural, Consumer and Environmental Sciences (ACES) Academic Computing Facility is located in the basement of the Library, Information, and Alumni Center building (LIAC)*

Mon 9/13: What is race?

- Michael Omi and Howard Winant, "Racial Formation," *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge, 1994. 53-76.

### **EUI Assignment #1—Archives Due**

Wed 9/15: Ethics and protocol in conducting research

- Rebecca Nathan, Afterword: Ethics and Ethnography, *My Freshman Year: What a Professor Learned by Becoming a Student*. Ithaca: Cornell University Press, 2005. 158-168.

Mon 9/22: Social Constructions of Youth

- Ben-Amos, Ilana Krausnam. 1995. Adolescence as a Cultural Invention: Philippe Aries and the Sociology of Youth. *History of the Human Sciences* 8 (2):69-89.

Wed 9/22

- Form EUI groups in class

**EUI Assignment #2—A Question due**

Mon 9/27: Asian Americans and the “model minority”

- US News and Report, (1966) Success Story of One Minority Group in U.S., 26 December
- Lee, Stacey (1996). “Asian Americans: The Absent Minority, the Silenced Minority and the Model Minority” in *Unraveling the "Model Minority" Stereotype*. New York: Teachers College, 1-9.

Wed 9/29: Juvenile Injustice and Asian American youth

- Pintado-Vertner, Ryan, and Jeff Chang. 2000. The War on Youth. *ColorLines* 2 (4).
- Kwon, Soo Ah. 2006. Youth of Color Organizing for Juvenile Justice. In *Beyond Resistance! Youth Activism and Community Change*, edited by S. Ginwright, P. Noguera and J. Cammarota. New York: Routledge.

**EUI Assignment #3—Refine Question and A Plan (GROUP ITEM) due**

**RACE AND IDENTITY**

Mon 10/4: What is Asian American youth?—part 1

- Krishna, Dean. 2007. American Pie. In *Asian American College Students Tell Their Life Stories*, edited by A. Garrod and R. Kilkenny. Ithaca: Cornell University Press.

Wed 10/6: Participant observation and field notes

- Emerson, Robert M., Rachel L. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. Chicago: Chicago University Press 1995. 1-16; 100-107.

Mon 10/11

- Kibria, Nazli. "College an Notions Of "Asian American": Second Generation Chinese and Korean American Negotiate Race and Identity." *amerasia journal* 25.1 (1999): 29-51.
- Hassanali, Sabeen. 2007. My Permanent Home. In *Asian American College Students Tell Their Life Stories*, edited by A. Garrod and R. Kilkenny. Ithaca: Cornell University Press.

Wed 10/13

- Abelman, Nancy. 2009. "Here and There in Chicagoland Korean America." *The Intimate University: Korean American Students and the Problems of Segregation*. Durham: Duke University Press.
- Lee, Johnny. 2007. No Such Thing... In *Asian American College Students Tell Their Life Stories*, edited by A. Garrod and R. Kilkenny. Ithaca: Cornell University Press

\*\*Sat 10/16: Five Year Anniversary of Asian American Cultural Center  
<http://www.studentaffairs.illinois.edu/diversity/aacc/anniversary.html>

Mon 10/18

- Shankar, Shalini. "Defining Desi Teen Culture" in Desi Land: Teen Culture, Class, and Success in Silicon Valley. Durham: Duke University Press, 2008, 53-79

Wed 10/20: Interviews

- David Fetterman, Selections on interviewing from *Ethnography*. Thousand Oaks: Sage Publications, 1998, 37-53.

Mon 10/25

- Tang, Shirley. Gangs, Schools, and What Else? Educational Challenges, Street Intervention, and Cultural/Community Development for Khmer American Youth in Revere and Lynn, Massachusetts. Washington DC: Southeast Asian Resource Center and Harvard Civil Rights Project, 2006.

### ***EUI Assignment #4—Data Observation due***

Wed 10/27: What is Asian American Youth?—Part 2

- Heussner, Ki Mae Ponniah. 2007. A Little Plot of No-Man's Land. In *Asian American College Students Tell Their Life Stories*, edited by A. Garrod and R. Kilkenny. Ithaca: Cornell University Press.

Mon 11/1

- Maira, Sunaina, "Nostalgia" Desis in the House. Philadelphia: Temple University Press, 2002. READ ONLY PAGES 83-106

Wed 11/3

- Maira, Sunaina, "Nostalgia." READ REST OF PAGES 107-143.

## **YOUTH CULTURE**

Mon 11/8

- Sarah Thornton, "General Introduction" from *The Subcultures Reader*.
- Rose, Tricia. "A Style Nobody Can Deal With: Politics, Style and the Post Industrial City in Hip-Hop." Microphone Fiends: Youth Music and Youth Culture. Ed. Andrew Ross and Tricia Rose. New York: Routledge, 1994.

### ***EUI Assignment #5—Interview due***

Wed 11/10

- Wang, Oliver. "Rapping and Repping Asian: Race, Authenticity, and the Asian American Mc." *Alien Encounters: Popular Culture in Asian America*. Eds. Mimi Thi Nguyen and Thuy Linh Nguyen Tu. Durham: Duke University Press, 2007. 35-68.

Mon 11/15

- Kwon, Soo Ah (2004) "Autoexoticizing: Asian American Youth and the Import Car Scene" from *Journal of Asian American Studies*, 7(1).

Wed 11/17

- Group project time for EUI assignment #6--analysis

***EUI Assignment #6— Analysis (GROUP ITEM) due by midnight***

11/22 and 11/24 No classes—Thanksgiving Break

Mon 11/29

- No class but must attend at least **one hour** of EUI conference

**\*\*Tues 11/30: EUI CONFERENCE 3-8PM**

Wed 12/1:

- Group project time for EUI assignment #7
- Start on assignments 8 and 9 due next week

**Fri 12/3: EUI Assignment #7—Research Narrative (GROUP ITEM) due by 5pm**

Mon 12/6:

- Group project presentations, part 1

***EUI Assignment #8—Overview and Recommendations (GROUP ITEM) due***  
***EUI Assignment #9—Project presentation (GROUP ITEM) due in class***

Wed 12/8

- Group project presentations, part 2

***EUI Assignment #9—Project presentation (GROUP ITEM) due in class***

Fri 12/10

***EUI Assignment #10—Reflection due by noon***