

SOAN 100: Asians in the US

Professor: Liz Raleigh

Pronouns: she/her

Email: lraleigh@carleton.edu

Student Hours: This is time I have set aside that is just for you. You do not need to have a pressing question or a specific reason to make an appointment. Feel free to sign up just to chat. You can make an **appointment on Tuesday and Thursday 1:10-2:10pm**. Sign up via google calendar – see the link on the course’s moodle page or in my email signature. You’ll log into zoom and wait for me (the host) to let you in.

Also, if those hours don’t work, I would be happy to find a time by appointment, please reach out and we’ll make it work. Since the airflow isn’t great in the SOAN suite, the office is closed and locked this term, so all appointments will take place online.

Course Description:

Are Asian Americans forever foreigners or honorary whites? This class introduces you to the sociological research on Asian Americans. We begin by a brief introduction of U.S. immigration history and sociological theories about assimilation and racial stratification. Paying particular attention to how scholars ask questions and evaluate evidence, we will cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. The course will examine the similarities and differences among Asian Americans relative to other BIPOC members when applicable.

1A Timeslot: As you know, class starts at 8:30am. I strive to start class right on time and I work to end on time as well. It is important that you are in your (assigned) seats and ready to participate at the start of class. [Note: this year, since we’ll have to file in six feet apart, I will likely be a little less strict, but please try your best to be ready to go by 8:30]

Required Course Materials:

Several journal articles and book chapters can be downloaded from the course’s Moodle page. The following three books are also required, and they can be purchased from the Carleton Bookstore:

- Lee, Erika. 2015. *The Making of Asian America, A History*. New York: Simon and Schuster.
- Yang, Gene Luen. 2006. *American Born Chinese*. New York: Square Fish.

Assignments and Evaluation:

Your grade in this course will be determined by your performance on the following activities:

Syllabus quiz	After the first day of class	1
Response paper 1	Wed Sept 16, uploaded to moodle before class	7
Response paper 2	Wed Sept 30, uploaded to moodle before the start of class	10

Response paper 3	Sun Oct 11, uploaded to moodle by 10pm	11
Midterm	Wed Oct 14, in class	20
Interview project part 1	Fri Oct 23, uploaded to moodle by the start of class	8
Group teaching presentation	Oct 30, Nov 6, or Nov 14	13
Interview project part 2	Wed. Nov 16, uploaded to moodle by the start of class	20
Communication with me, active listening & contributions to class	Ongoing	10

Policy on late work: Under business as usual, deadlines are meant to keep people on task, since falling behind during a 10 week term is a recipe for disaster. **But this is not a normal term**, so I am going to be a lot more flexible. Here is how I envision due dates:

Students without restrictions (not quarantined or isolation):

Do your best to stick to the schedule. You can have two days of extensions – in essence, students will be able allocate two grace days across all of the written assignments to accommodate their work flow. For example, if a paper is due on Wednesday, a student can have an additional 24 hours to hand it in and that extension will be worth one point. The student would still have another day to play with throughout the term. **THIS POLICY DOES NOT APPLY TO THE GROUP PRESENTATIONS NOR THE MIDTERM.**

Quarantined students: *I know that it is harder to function.* If you are in quarantine during a due date, you can automatically have an additional day (i.e. 24 hours). You can still use your extension days on top of that.

Students in isolation: We will make a new schedule depending on the situation. *I am willing to work with you.* Please reach out to me so we can set up a plan.

Grades will be allocated according to the following:

A	100-94	B+	<90-88	C+	<80-78	D+	<70-68
		B	<88-84	C	<78-74	D	<68-60
A-	<94-90	B-	<84-80	C-	<74-70	F	<60

WR1 Course: This course is supported by a writing assistant, whose job is to work with you on fulfilling the writing expectations for this course. Your WA is Yemi Shin (shiny@carleton.edu). There is a link on moodle as to how to make a video conference appointment with her. Yemi is aware of our assignments and deadlines. There will be some times when you are required to meet with her over the course of the term.

Printing and Annotating: I know that it isn't very environmental, but I strongly believe that students get more out of the reading when they print them out. That way they can highlight and annotate the work. We spend so much time on screens these days. Please try to print out your readings. The cost

of your Carleton education is expensive – conserving on your print budget is not the place to economize. If you are concerned about the cost, please let me know and I will help by making copies for you.

The Term-Long Program for Multilingual Writers: If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email [Renata Fitzpatrick](mailto:Renata.Fitzpatrick). She can arrange once-or twice-a-week meetings between you and a specific writing consultant throughout the term. Meetings will be in an online format.

Accommodations for Students with Disabilities: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Sam Thayer (10') Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

For your teaching presentation: Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Your coach can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. For more information, contact Kathy Evertz, director of the [Academic Support Center](#).

Inclusion: I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

Academic Integrity: In line with Carleton's policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton's full policy for additional information or see me if you have questions. <http://apps.carleton.edu/campus/doc/integrity/>

Communication/Respectful use of electronic devices:

What do I mean by communication?

Communication with me (i.e. your professor): I'd like to know what is going on for you this term. I care about you as a person and want your transition to Carleton to be as successful as possible.

More than ever, communication will be vital. Please let me know how you are doing and what is going on with you – to the extent you feel comfortable. If you are quarantined, not feeling well (Covid or not), or if there is something going on for you that impedes your ability to function in class, please reach out to let me know.

I am guilty of this, but part of the Carleton culture is to push through if you're not feeling well. Let us stop this nonsense! If you are not feeling well, PLEASE DON'T COME TO CLASS. We can find a

different way to make up the work. However, **to excuse the absence please let me know before the start of class.**

Email:

This term, a lot of communication will take place over email. **Make sure to use proper email etiquette** (i.e. Dear Liz or Dear Professor Raleigh). Close the email and sign your name. Please don't refer to me as Mrs. Raleigh or Ms. Raleigh: It is a funny cultural capital thing – either Liz or Professor is fine.

Respectful Use of Electronic Devices

It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time. The same goes for multi-tasking laptop use. I find this type of behavior disrespectful and distracting. **If you are using a laptop or tablet, it is your job to convince me that you are focused and on task.** Note: Under most circumstances, a phone screen is too small to be productive.

Respect for each other: In an in-person class in a pandemic, we are putting ourselves in each others' hands. Do you have a good mask? Are you wearing it correctly? Did you sanitize your space before and after class?

In terms of classroom dynamics? Have you learned everyone's names and pronouns? When it comes time for class discussion, are you aware of how your actions are interpreted by the class? If you are always among the first to speak, considering standing down to make room for others. If you rarely talk in class, consider taking a risk and sharing your voice.

The "default" participation grade is 5 out of 10, so students who actively and productively contribute to class will substantially increase their grades. **Note: this does not mean that people who talk more get more points. I appreciate those who listen thoughtfully and think about when and how to speak up. Those who are always first to speak will not get full credit (nor will those who are always late to speak up).** Students in quarantine and isolation will be eligible for full credit in this domain. Please contact me to make a plan.

Calendar – Readings should be done for class the day listed. You are expected to have the readings available in class.

NOTE: As the term goes on, I reserve the right to change up some of the readings, if need be. I pledge to give you ample notice.

Part 1: History of Asian American Immigration

Mon Sept 14: Introduction to the course

- Introductions
- Class during a pandemic
- Goals for the term
- Asian Americans: baseline knowledge

Wed Sept 16: Asian America past and present

- The Making of Asian America, introduction, and read pages 34-35; 54-56
- Listen to the podcast from Codeswitch (see Moodle)
- DUE in class: 600 word writing assignment (see prompt on moodle)

Friday Sept 18: Histories of Asians in the US

- The Making of Asian America, chapters 3-5
- The anxiety of being Asian American: Hate crimes and negative biases during the Covid-19 pandemic

Mon Sept 21: Beyond Chinese and Japanese

- The Making of Asian America, chapters 6-8
- How the history of Kamal Harris upends the Asian American 'model minority' stereotype

Part 2: Racialization Frameworks

Wed Sept 23: Racial Triangulation

- The Racial Triangulation of Asian Americans
- Making of Asian America: Chapters 10-11

Fri Sept 25: TriRacial Order

- From Biracial to Triracial: Toward a New System of Racial Stratification in the USA
- A Gulf Unites Us

Mon Sept 28: Asian Americans as Honorary Whites

- Critical thoughts against the whitening literature
- Immigrant Acts

Wed Sept 30: Paper 2 due

- Class plan to be determined

Fri Oct 2: Vincent Chin and Pan-ethnicity

- The Asian American Movement
- Reactive Solidarity

Assimilation Frameworks

Mon Oct 5:

- Forever Foreigners or Honorary Whites:

Wed Oct 7:

- Isolated Ethnics and Everyday Ethnics
- Begin American Born Chinese

Fri Oct 9:

- American Born Chinese
- Childhood and Ethnic Invisibility in Gene Yang's American Born Chinese

Mon Oct 12:

- Response paper 2 due by 10pm Sunday night
- Library Day

Wed Oct 14: Midterm in class

Friday Oct 16:

- Excerpts from the Song Poet, Kalia Yang will skype into class

Mon Oct 19: No Class Midterm Break

Wed Oct 21: Asian Americans and anti-Blackness

- Asian American body politics in Black Lives Matter
- Asian American between Black and White

Friday Oct 23: A&I convo

- Readings from convo speaker to be posted later
- Hand in for class:
 - Selective transcription of completed interview – hand in five quotes that you plan to use in your paper
 - 1-page reflection essay on how the interview went and the themes you plan to examine
 - Annotated bibliography of three sources you plan to use to augment your interview analysis

Part 6: Intersectional Approaches

Mon Oct 26: Dating

- Asian American Men and Romantic Dating Markets
- Racialized Femininity and Masculinity in the Preferences of Online Same-Sex Daters

Wed Oct 28: Intermarriage

- Patterns of Intermarriages and Cross-Generational In-Marriages among Native-Born Asian Americans
- Relevance of Race: Children and the Shifting Engagement with Racial/Ethnic Identity among Second-Generation Interracially Married Asian Americans

Fri Oct 30: Teaching Presentations Day 1

Mon Nov 2: Gay and Transgender Asian Americans

- Invisible Asian Americans the intersection of sexuality race and education among gay Asian Americans * [This article may change]
- Transgender Racial Identities
- Guest speaker: Dr. Jayden Thai, in class

Part 7: Asian American Families

Wed Nov 4: Election

- Readings TBD

Fri Nov 6: Teaching Presentations Day 2

Mon Nov 9: Multiracial

- The Role of Reflected Appraisals in Racial Identity

- Despite your tiger mother, or your other racial half will not save you

Wed Nov 11:

- Excerpts from Invisible Asians: Korea American Adoptees, Asian American Experiences

Mon Nov 14: Interview draft due

- Work with your writing groups for peer edits

Wed Nov 16: Last day of class

- Interviews due the start of class
- Wrap Up
- Evaluations