

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Asian American Studies 40
 Course Title The Asian American Movement
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____ X _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course draws primarily on historical methods and frameworks to critically examine a multi-layered social movement in United States during the 1960s and 1970s and its linkages to issues for society and culture that extend to the present.

3. "List faculty member(s) who will serve as instructor (give academic rank):

David K. Yoo, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes x No _____

If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

	2010-2011	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2011-2012	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2012-2013	Fall	<u>X</u>	Winter	_____	Spring	_____
		Enrollment	<u>150</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes _____ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5.0

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Historical study of neglected yet important social movements document how non-elite individuals and communities have worked for societal change through organizing efforts that challenged the power structures of their time. Students are not only exposed to this history, but also analyze how those in the Asian American movement articulated and worked toward a more inclusive and just society and culture in the United States and abroad. In the process, students gain a fuller understanding of the nation's past.

❑ Integrative Learning

Although primarily historical in focus, the course draws upon the interdisciplinary field of Asian American studies/ethnic studies to access methodological and theoretical frameworks that will allow for an integrated learning experience that incorporates reading, writing (brief assignments as well as research-based), discussion sections, and historical research skills (e.g., primary sources). The course content will also address issues of community-based documentation and learning as well as the theme of civic engagement.

❑ Ethical Implications

Social movements inherently contain ethical issues since reform and change suggest a kind of critique of structures like the state and other institutions and their impact upon peoples' lives. Issues relevant for this course like racism, war, colonialism, poverty, and educational access are steeped in ethical questions and concerns related to justice, equity, and inclusiveness

❑ Cultural Diversity

Diverse Asian American and Pacific Islander groups formed coalitions with one another and across racial groups in the effort to effect social change in the United States, but that also made linkages to other parts of the world under the banner of the Third World (abroad and at home).

❑ Critical Thinking

The development of critical thinking skills is woven throughout the course through readings and response papers, analysis of primary documents and film, and other writing assignments. In addition, sections will provide additional opportunities to develop these skills.

❑ Rhetorical Effectiveness

Small group work, writing assignments, section-based discussions, and interactions with guest speakers will enhance the rhetorical skills of students in written and oral formats.

❑ Problem-solving

Students will address is how social movements take form and what issues arise as individuals and organizations seek to institute changes in the social, political, economic, and cultural arenas of which they are a part. Analysis of "successes" and "failures" provide opportunities for students to engage in a socio-cultural problem solving, especially as they are encouraged to pose alternative approaches and to apply lessons from the past to present issues.

❑ Library & Information Literacy

The use of the library for primary and secondary sources, including the UCLA Oral History Research Center and the Department of Special Collections, is a remarkable resource for the subject matter of this course, as well as web-based research that will help students gain important skills in posing research questions and finding answers in a variety of sources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>2</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u> </u>	(hours)
4. Experiential (service learning, internships, other):	<u>1</u>	(hours)

5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>2</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: | <u>1</u> | (hours) |
| 7. Research Activity: | <u>1</u> | (hours) |

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Asian American Studies 40/The Asian American Movement
Professor David K. Yoo
Office: Rolfe Hall 3321
Email: dkyoo@ucla.edu

Course Grading

Participation (10%)

*Primary Source Papers (15%): 1 page papers, Due Weeks 2, 4, 8

*Oral History Paper (20%): 5 pages, Proposal Due Week 3, Paper Due Week 6

Mid-Term Exam (25%): Short IDs and Essay, Week 5

*Research Paper (30%): 8-10 page paper, Due Week 10

*Guidelines/Prompts will be provided.

Course Description

Using the Asian American movement of the late 1960s and 1970s as a lens, this course introduces students to social history methods, including the role of oral history, documentary film, and archival history, and the analysis of primary and secondary sources. The course situates the Asian American movement within the larger frame of social change of the era and interprets nation and society through the lives of “ordinary” men and women. Campus- and community-based activism, service learning, and civic engagement are also themes that will be explored.

Course Readings

Yuri Kochiyama, *Passing It On*

Laura Pulido, *Black, Brown, Yellow and Left*

Donald Ritchie, *Doing Oral History: A Practical Guide*

Selected Other Readings and Documents (On reserve, on-line, and library collections)

Films

A Song for Ourselves, 34 minutes

Mountains That Take Wing- Angela Davis and Yuri Kochiyama, 2009, 92 minutes

My America (Or Honk if You Love Buddha), 1997, 87 minutes

On Strike! Ethnic Studies, 1969-1999, 2008, 30 minutes

Week 1/ Introduction

The Asian American movement is an important, but often neglected part of the activism and social change in the 1960s and 1970s, and readings and film and discussion will introduce students to major themes for the course. Theoretical and methodological issues will be presented along with discussion of all writing assignments: primary source papers, oral history paper, and research paper.

Rdg: Daryl Maeda, “Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness, 1969-1972.” *American Quarterly* 57, no. 4 (December 2005), 1079-1103

Film: *My America* (partial)

Week 2/Telling Our Stories/Oral History

Oral history has been a critical method for documenting the stories of everyday people and a staple of social history. UCLA Oral History Research Center is a leader in the field and a staff person will provide an overview of the work of the Center.

Rdg: Ritchie, *Doing Oral History*, Chaps. 1-4

Asian American History section on UCLA Oral History Research Center website

Primary Source Paper Due (in section): Oral History

Week 3/LA Story, Part I

The Asian American movement is often portrayed as a San Francisco Bay Area phenomenon, but there was a significant parallel story in Los Angeles, and this week focuses on situating the movement within a larger, multiracial context that included African Americans and Latinos.

Rdg: Pulido, Chaps 1-4

Oral History Paper Proposal Due (in section)

Week 4/LA Story, Part II

This week will emphasize the Asian American Movement in Los Angeles, based in the reading and also drawing upon primary sources from on-line and archival sources in UCLA Department of Special Collections and UCLA Asian American Studies Center Library.

Rdg: Pulido, Chaps 5-8

Selected Sources

Primary Source Paper Due (in section)

Week 5/Mid-Term Exam

Part I will consist of identification and short answer items and Part II is a major essay question. Mid-term guidelines will be provided in advance.

Week 6/The Remarkable Life of Yuri Kochiyama

By focusing on the activist, Yuri Kochiyama, students, through the reading and film, we are able to witness the convergence of memoir and oral history that builds upon the multi-racial lens of the Pulido reading.

In addition, the UCLA Asian American Studies Center houses a significant portion of Yuri Kochiyama's papers, photos, and other materials. Center librarian and archivist, the principal editor of the book, *Passing It On*, will guest lecture in class not only on the process of producing the book, but also provide an in-depth look at the role of archival history that is linked to the research paper assignment.

Rdg: Kochiyama, *Passing It On*

Film: *Mountains That Take Wing* (partial)

Oral History Paper Due (in section)

Week 7/Documenting Community

Documentary film has been an important methodological tool for understanding and analyzing social movements, and this week we will watch and discuss the film, *A Song for Ourselves* about musician and activist Chris Iijima. The filmmaker of the documentary will visit class and discuss documentary film along with a staff member of the UCLA Center for Ethnocommunications that offers courses on documentary film production.

Rdg: Chris Iijima, "Pontifications on the Distinction between Grains of Sand and Yellow Pearls." in Steve Louie and Glenn Omatsu, eds., *Asian Americans: The Movement and the Moment* (Los Angeles: UCLA Asian American Studies Center Press, 2001), 2-15; Russell Leong, ed., *Moving the Image* (Los Angeles: UCLA Asian American Studies Center Press, 1991), Introduction, and Renee Tajima, "Moving the Image: Asian American Independent Filmmaking, 1970-1990," in Russell Leong, ed., *Moving the Image*, 10-33.

Film: *A Song For Ourselves*

Week 8/Campus Activism

College and University campuses played a pivotal role in the Asian American movement and the call for ethnic studies and Asian American studies. The UCLA Asian American Studies Center has extensive student organization files.

Rdg: Karen Umemoto, "On Strike!" *Amerasia Journal* 15:1 (1989), 3-41; Harvey Dong, "Transforming Student Elites into Community Activists," in Steve Louie and Glenn Omatsu, eds., *Asian Americans: The Movement and the Moment*, 186-205.

Film: *On Strike! Ethnic Studies, 1969-1999*

Primary Source Paper Due (in section): Student Org Files

Week 9/Community Connections

Community-based efforts, along with and often in convergence with campus-based activism, formed a core of the Asian American movement. Guest speakers from several leading non-profit organizations with links to the movement will be brought to class for a panel discussion that emphasizes community-based- and service learning and civic engagement.

Rdg: Steve Louie, "When We Wanted It Done, We Did It Ourselves,"; Warren Mar, "From Pool Halls to Building Workers' Organizations,"; Carol Ojeda-Kimbrough, "The Chosen Road,"; Tram Quang Nguyen, "Caring for the Soul of Our Community," in Steve Louie and Glenn Omatsu, eds., *Asian Americans: The Movement and the Moment*, xv-xxv, 32-47, 64-73, 284-304.

Week 10/Conclusion

Rdg: Glenn Omatsu, "The Four Prisons and Movements for Liberation," *Amerasia Journal*, 15: 1 (1989) 15-30.

Research Paper Due (in section)



New Course Proposal

Asian American Studies 40 Serve People: Asian American Community-Based Learning

Course Number Asian American Studies 40

Title Serve People: Asian American Community-Based Learning

Short Title SERVE PEOPLE

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites None.

Course Description Lecture, three hours; discussion, one hour. Multidisciplinary examination of Asian American social movements and their connections to issues such as migration, race, and community formation within framework of community-based service learning. P/NP or letter grading.

Justification The course seeks to broaden GE course offerings in Asian American Studies.

An objective of the course is incorporate service learning in Asian American Studies curricula, the major, and the minor. In addition, the course will introduce students to service learning and internships in the larger Asian American and Pacific Islander communities.

It is intended that Asia Am 40 will be the first in an Asian American Studies service learning sequence that may be followed by internship-based courses as well as other departmental service learning components.

Lane Hirabayashi, Chair, Asian American Studies and Center for Community Learning (CCL) Director Kathy O'Byrne were consulted on the service learning courses. Both were supportive of the classes.

Syllabus File [Asia Am 40 Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Participation (10%): Based on discussion sections
Response Papers (10%): One-page response papers based upon readings
Mid-Term Exam (30%): Identification items and essay questions
Community Organization Profile (20%): Group project in researching Asian American community-based organization, written report and presentation to class
Final Exam (30%): Identification items and essay question

Effective Date Fall 2011

<u>Instructor</u>	Name	Title
	David K. Yoo	Professor

Quarters Taught Fall Winter Spring Summer

Department Asian American Studies**Contact** Name

E-mail

STACEY HIROSE

stacey@asianam.ucla.edu

[Routing Help](#)**ROUTING STATUS****Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704**Status:** Added to SRS on 4/9/2011 7:42:27 PM**Changes:** Description**Comments:** Edited course description into official version.**Role:** Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441**Status:** Added to SRS on 4/1/2011 2:30:45 PM**Changes:** Title, Short Title**Comments:** Took "the" out of the full title and short title.**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 3/31/2011 3:09:52 PM**Changes:** No Changes Made**Comments:** Routing to Registrar's Office**Role:** FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918**Status:** Approved on 3/31/2011 1:40:01 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 3/15/2011 2:05:12 PM**Changes:** No Changes Made**Comments:** Routing to Vice Chair Muriel McClendon for FEC approval**Role:** Dean College/School or Designee - Fan, Chi-Fun Cindy (fan@geog.ucla.edu) - 53821**Status:** Approved on 3/15/2011 1:50:39 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** Dean College/School or Designee - Escobar, Linda Carol (lescobar@college.ucla.edu) - 58510**Status:** Returned for Additional Info on 3/15/2011 11:06:03 AM**Changes:** No Changes Made**Comments:** Re-routed to Assoc Dean Cindy Fan during Dean Duranti's absence per his instructions.**Role:** FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 3/14/2011 3:31:18 PM**Changes:** No Changes Made**Comments:** Routing to Linda Escobar acting on behalf of Dean Duranti for approval**Role:** Department/School Coordinator - Hirose, Stacey Yukari (stacey@asianam.ucla.edu) - 50894**Status:** Approved on 3/10/2011 3:47:41 PM**Changes:** Instructional Format

Comments: Revised discussion section time and attached updated syllabus. I sent a revised course information form by email. Thank you very much for your help, Michael. Approved by Stacey Hirose, MSO and designee, for Lane Hirabayashi, Professor and Chair, Asian American Studies Department.

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040

Status: Returned for Additional Info on 3/10/2011 3:38:04 PM

Changes: No Changes Made

Comments: Per request, routing back to Stacey

Role: Department Chair or Designee - Hirose, Stacey Yukari (stacey@asianam.ucla.edu) - 50894

Status: Approved on 3/2/2011 5:19:33 PM

Changes: No Changes Made

Comments: Approved by Stacey Hirose, MSO and designee, for Lane Hirabayashi, Chair, Asian American Studies Department.
Michael, I will send you the syllabus and course information form in an email.

Role: Initiator/Submitter - Hirose, Stacey Yukari (stacey@asianam.ucla.edu) - 50894

Status: Submitted on 3/2/2011 5:18:16 PM

Comments: Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045