

From: [Ohearn, Denis A](#)
To: [Herman, Crystal](#)
Cc: [Rivera, Julie A](#)
Subject: Re: LACC May meeting
Date: Thursday, May 6, 2021 11:46:01 AM

Crystal, I approve these proposals.

Denis



Denis O'Hearn
Dean of Liberal Arts
Professor of Sociology

College of Liberal Arts
The University of Texas at El Paso
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El Paso, TX 79968
Office: 915-747-7016
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From: Herman, Crystal
Sent: Thursday, May 6, 2021 9:19 AM
To: Ohearn, Denis A
Cc: Rivera, Julie A
Subject: Fw: LACC May meeting

Denis,

All of the attached proposals were approved by the LACC yesterday.

If you approve, please respond to this email so that it may be used as your electronic signature.

Thanks.

Crystal G. Herman M.F.A.
Associate Dean, College of Liberal Arts
Liberal Arts Curriculum Committee Chair
Associate Professor, Costume Design
Department of Theatre & Dance
University of Texas at El Paso

Liberal Arts Office:
Liberal Arts Building room 347
(915) 747-5781

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: April 27, 2021

From: Pratyusha Basu, Asian Studies Program

Through: Pratyusha Basu, Asian Studies Program

Through: Dean, College

To: Chair, Undergraduate Curriculum Committee

Proposal Title: New course for University Core Curriculum and Asian Studies Minor: Introduction to Asian American Studies

The Asian Studies Program seeks to add a new 2000 level course on 'Introduction to Asian American Studies' to the curriculum for the Asian Studies Minor. This will be an elective course for the minor. The aim of this new course is to expand course offerings in Asian Studies by adding a valuable component related to Asian American Studies, and hence further diversify Asian Studies offerings. It will also strengthen the ability of students to understand the wider relevance of Asia to understanding American society and culture.

Currently the Asian Studies program has two ASIA numbered courses: ASIA 3300 'Introduction to Asian Studies,' and ASIA 3350 'Special Topics in Asian Studies.' A course on Asian American Studies will provide perspectives on the diversity of American society and culture, rather than positioning Asia mainly as a geographically distinct continent. Since all Asia-related courses are offered at the 3000 level, a course on Introduction to Asian American Studies offered at the 2000 level will also ensure that students have a chance to learn about Asian American issues earlier in their coursework.

This course also seeks to be included in the University Core Curriculum as a contribution to the Social and Behavioral Sciences foundational component. As a course focused on social and cultural identities, it also seeks to enhance engagement with issues related to diversity, cross cultural understanding, and global citizenship among students.

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Asian Studies Program

Rationale for adding the course:

A course on Asian American Studies will provide perspectives on the diversity of American society and culture, rather than positioning Asia mainly as a geographically distinct continent. Since all Asia-related courses are offered at the 3000 level, a course on Introduction to Asian American Studies offered at the 2000 level will also ensure that students have a chance to learn about Asian American issues earlier in their coursework.

All fields below are required

Subject Prefix and # ASIA 2300

Title (29 characters or fewer): Asian American Studies

Dept. Administrative Code : 1735

[CIP Code](#) 05.0103.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will enable a deeper understanding of American social and cultural formations through engagement with the presence of Asian origin or Asian descent groups. A consideration of Asian American identities also provides insights into racial, ethnic and immigrant experiences, and the construction of solidarity between Asian and other minority and marginalized groups.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

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Fall 2021
INTRODUCTION TO ASIAN AMERICAN STUDIES
(Proposed course number: ASIA 2300)

Instructor: **Pratyusha Basu**
Associate Professor of Geography
Department of Sociology and Anthropology
and Director, Asian Studies Program

Email: pbasu@utep.edu

Office Hours: Mon and Wed, 2.00 to 4.00 p.m. and by appointment

COURSE DESCRIPTION

This course seeks to introduce Asian American communities in terms of their geographic, historical, and cultural features. First, through a continental perspective, this course will cover the exchanges and affinities between Asia and the Americas, and the role of European colonialism in shaping contemporary Asian American histories. Second, in terms of regional formations, this course will focus on social and cultural issues that characterize Asian descent and immigrant groups in the U.S. It will bring in the histories and politics of immigration that have shaped the presence of Asian American groups – how solidarity has been created around Asian identities, between Asian and other minority and immigrant identities, as well as experiences of racialization and exclusion. A third theme in this course is the imaginations associated with Asian populations, both how Asian Americans have been represented in popular culture (e.g. martial arts, K-pop, Bollywood), and how these representations have changed over time.

Racial and ethnic diversities are part of American society and culture, and become important to understanding how to build a more expansive idea of American identity. A focus on Asian America also becomes relevant given the global histories through which diversities have been constructed and incorporated within specific national formations. Overall, this course will discuss theoretical approaches and analytical techniques that enable complex approaches to understanding ‘Asia’ and ‘America’ as global places that have produced intertwined Asian American identities.

Student Learning Goals and Objectives

In this course students will:

- Develop critical thinking, effective oral and written communication, and analytical skills
- Use quantitative and qualitative data to build social and cultural insights
- Identify, analyze, and articulate the central themes in Asian American identity formation
- Understand concepts of race, ethnicity, gender, sexuality, and generation, especially their specific meanings given American and Asian historical experiences
- Compare and contrast: assimilation, acculturation, and multiculturalism.
- Consider how the notion of ‘model minority’ makes Asian Americans both visible and invisible

- Identify and analyze differences and similarities among various Asian American groups, as well as how solidarity has been constructed within and across the communities, as well as with other minority and immigrant groups
- Connect the past to the present in an effort to better understand the world around them and its construction through global flows
- Consider existing debates around racialization, marginalization, and privilege

TEXTBOOKS

Takaki, Ronald. 1998. **Strangers from a Different Shore: A History of Asian Americans.** Boston: Little, Brown and Company.

Prashad, Vijay. **The Karma of Brown Folk.** Minneapolis: University of Minnesota Press, 2000.

Additional:

Heinz, C. and Murray, J. **Asian Cultural Traditions.** Waveland Press. 2019, *Second edition.*

Tang, Irwin. 2007. **Asian Texans: Our History and Our Lives.** Austin: The It Works.

- Additional readings will be available via Blackboard.
- Please contact Dr. Basu in case of any difficulty with obtaining the textbook or gaining access to readings.

ASSIGNMENTS AND WEIGHTAGE

Weekly Take-home Assignments and In-class Quizzes (25%)

Each week, students will be expected to complete an assignment based on the chapter and additional readings for that week. The assignment will consist of short answer questions and short essays. Students are expected to go through the readings to complete the assignment, and can also consult any lectures or videos provided. Assignments (and associated lectures) will become available every Monday and will be due the following Monday. The aim here is to ensure that students read and reflect on course materials in a timely fashion. On selected weeks, in-class quizzes may also be conducted at the beginning or end of class to check the understanding of course materials.

Group Presentations (15%)

Students will be expected to lead at least two class sessions as a team consisting of 3-5 members. Students have to prepare a presentation outlining the main themes of class readings, construct discussion questions to structure class debates, as well as respond to questions out forward by other students.

Participating in Class Discussion (10%)

Students are expected to participate in asking questions and providing their viewpoints in each class session and are expected to have read course materials before doing so.

Exams 1 and 2 (20%)

Exams will consist of short answer and short essay questions. Further details on format and content of the exam will be discussed in class and provided on Blackboard.

Final Research Paper and Presentation (30%)

- The theme of the research paper will be drawn from one of the case studies in the textbook and will be allotted by the instructor in the week of Exam 1. Students will be expected to conduct their own library and web searches to gather material on the theme.
- A preliminary draft of the paper will have to be prepared in the form of a PowerPoint presentation. The presentation will consist of 5 slides. Further information on the preliminary draft will be discussed in class and available on Blackboard.
- The final paper will be at least 2000 words (around 8 double-spaced pages) and will be based on at least 6 references (out of which at least 3 have to be academic references). The final paper will be due during final exams week.

Grading scale (based on weighted total percentage points)

A = 90% plus

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% and below

Note: Grading scale may vary depending on discretion of the instructor. All assignments have to be completed to receive a grade for this class.

COURSE SCHEDULE (Subject to Change)

	Topic
Week 1	Introduction and Discussion of Syllabus Key terms: Asia, America, Asian American
Week 2	Asia's Global Histories: From Silk Roads to (Post)Colonialism
Week 3	Immigrant Histories: Comparing East, Southeast and South Asians
Week 4	Cold War: Korea and Vietnam
Week 5	Racializations: Who is 'Asian'?
Week 6	Labor Histories: Indenture to Information Technology
Week 7	Model Minority: Myth or Material Reality?
Week 8	Exam 1
Week 9	Proposal for Final Paper
Week 10	Multilingual Identities and Many Asias
Week 11	Food and Fusion
Week 12	Popular Culture
Week 13	Gendering Asia and Asians
Week 14	Conclusion: Future of Asian American Identities
Week 15	Class presentations of Final Paper Draft
Final Exams Week	Exam 2 / Final Paper due

Detailed schedule:

WEEK 1: Key terms: Asia, America, Asian American

Takaki, Ch 1, Prashad, Ch 1
Ethics of Research and Class Discussions

Weekly Assignment 1

WEEK 2: Asia's Global Histories: From Silk Roads to (Post)Colonialism

Heinz/Murray, Chs 3 and 10

Homework Assignment 2

WEEK 3: Immigrant Histories: Comparing East, Southeast and South Asians

Takaki, Tang: selected chapters

Homework Assignment 3

Library Assignment

WEEK 4: Cold War: Korea and Vietnam

Takaki, Tang: selected chapters

Homework Assignment 4

WEEK 5: Racializations: Who is 'Asian'?

Takaki, Ch 14; Prashad, Ch 7
Video: *Who killed Vincent Chin?*

Homework Assignment 5

WEEK 6: Labor Histories: Indenture to Information Technology

Takaki, Ch 4; Prashad, Ch 6

Homework Assignment 6

WEEK 7: Model Minority: Myth or Material Reality?

Takaki, Ch 12

Homework Assignment 7

WEEK 8: Exam 1

WEEK 9: Proposal for Final Paper

WEEK 10: Multilingual Identities and Many Asias

Video: *Being Myself : Bilingualism and Identity*

Student group presentations

WEEK 11: Food and Fusion

Selected chapters: Padoonpatt, M. 2017. *Flavors of Empire: Food and the Making of Thai America*. UC Press.

Video: *A wok in progress*
Student group presentations

WEEK 12: Popular Culture

Selected videos
Student group presentations

WEEK 13: Gendering Asia and Asians

Selected topics from Heinz/Murray
Student group presentations

WEEK 14: Conclusion: Future of Asian American Identities

Week 15: Class Presentations of Final Research Paper Draft

Final Exams Week: Exam 2 / Final Research Paper due

SUPPLEMENTARY INFORMATION

- The foundation of this course is its textbook and assignments, so it is important that you attentively and carefully devote time to reading and completing assignments in a timely manner. The course expects an intensive and substantial level of engagement with the reading material and a reflection of this engagement in the assignments and exams.
- Students are expected to actively participate by completing all reading and viewing assignments, submitting written exercises, and engaging in thoughtful discussion on the discussion board. All students are expected to participate in a manner that demonstrates adequate reflection and understanding of the subject matter, respect for your colleagues in the class, and a willingness to learn and grow. Class meetings and online discussion forums are expected to be safe environments, and any opinions offered or material posted is only meant for use as part of the course.
- All assignments should be submitted via Blackboard, and due dates, maximum points, as well as grading rubrics will also be available on Blackboard. Please adhere to the due dates for assignments or let me know of any issues with submitting them. Late submission of assignments may result in the assignment not being graded. Finally, all assignments have to be submitted in order to obtain a final grade for this class.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email. Additionally, if you feel that you are unable to complete the course successfully, please let me know, and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Weekly Assignments

- Assignments will be due on Mondays at midnight (11:59 PM, end of day). No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (assignments, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#)

(CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

UTEP Core Curriculum Course Addition Proposal

Course Prefix, Number, and Title:

ASIA 2300, Introduction to Asian American Studies

Contact

Name: **Dr. Pratyusha Basu, Associate Professor and Director of Asian Studies Program**

Department: **Sociology and Anthropology**

Email: **pbasu@utep.edu**

Phone:

Alternate Point of Contact

Name:

Department:

Email:

Phone:

Course Information

Course: **New Course, ASIA 2302**

Credit hours: **3**

Terms Offered: **Spring, Summer, Fall**

TCCN: **(SOCI 2319, Minority Studies ??)**

Prerequisites: **None**

Course Description

The long history of connections between Asia and the Americas has shaped American society and landscapes in visible ways. An appreciation of American social and cultural formations therefore requires an engagement with the presence of Asian origin or Asian descent groups, through their histories of immigration, contemporary economic roles, and diverse cultural contributions. A consideration of Asian American identities also enables insights into racial, ethnic and immigrant experiences, and how these have shaped solidarity within and across Asian groups as well as with other minority and marginalized groups.

Foundational Component Area (Select one)

Communication (core curriculum objectives: CT, COM, TW, PR)

Math (core curriculum objectives: CT, COM, EQS)

Life and Physical Sciences (core curriculum objectives: CT, COM, EQS, TW)

Language, Philosophy, and Culture (core curriculum objectives: CT, COM, SR, PR)

Creative Arts (core curriculum objectives: CT, COM, TW, SR)

American History (core curriculum objectives: CT, COM, SR, PR)

Government/Political Science (core curriculum objectives: CT, COM, SR, PR)

Social and Behavioral Sciences (core curriculum objectives: CT, COM, EQS, SR)

Component Area (core curriculum objectives: CT, COM, at least one additional objective)

Foundational Component Area Intent:

This course will focus on developing critical thinking, communication, and methodological skills through analyses of social science texts, secondary quantitative and qualitative data, and fiction, film, and popular culture sources that represent the Asian American experience in Texas and the rest of the U.S. The course will employ basic constructs of culture, assimilation, pluralism, majority/minority and social stratification to understand historical experiences of each Asian American group and make projections about their future.

The following textbooks are suitable for the course:

Lai, Eric and Dennis Arguelles, editors. 2003. *The New Face of Asian Pacific America: Numbers, Diversity and Change in the 21st Century*. San Francisco: Asian Week.

Prashad, Vijay. 2000. *The Karma of Brown Folk*. Minneapolis: University of Minnesota Press.

Takaki, Ronald. 1998. *Strangers from a Different Shore: A History of Asian Americans*. Boston: Little, Brown and Company.

Tang, Irwin. 2007. *Asian Texans: Our History and Our Lives*. Austin: The It Works.

Zhou, Min and James V. Gatewood, ed. 2007. *Contemporary Asian America: A Multidisciplinary Reader*. Second ed. New York: NYU Press.

The following audiovisual materials are suitable for the course:

Being Myself : Bilingualism and Identity / Kurikawa, Hazuki. New York, N.Y. : Films Media Group, [2013], ©1997.

Horizons and Homelands : Integrating Cultural Roots / Heartland Production. New York, N.Y. : Films Media Group, [2013], ©1993.

Becoming American : the Chinese experience / Bill Moyers Collection. New York, NY : Films Media Group, ©2003.

Turbans / by Erika Surat Andersen. New York, NY : Filmmakers Library, 2001.

The Black Kung Fu Experience / Public Broadcasting Service (U.S.). New York, N.Y. : Films Media Group, [2014], ©2013.

Who killed Vincent Chin? / by Christine Choy and Renee Tajima. New York, NY : Filmmakers Library, 1990. Alexandria, VA : Alexander Street Press, 2011.

Core Curriculum Objectives

Explain how the course addresses each objective if applicable as determined by the section above. **All courses must include critical thinking and communication skills.**

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

This course will develop critical thinking by enabling students to view American society and culture from a minority perspective and hence become aware of the diversities that comprise American identities. Students will engage with key texts in Asian American Studies, analyze them, debate them, and present their perspective in assignments and research papers.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

Students will engage with a variety of materials, including academic work, fiction, and documentaries. This will enable them to understand the variety of ways in which ideas can be

communicated. Selected students will lead discussion of readings during class sessions, and all students make a presentation on their final paper.

Empirical and Quantitative Skills (EQS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

This course will enable students to use Census and ACS data in order to get an insight into the demographics of Asian American groups. They will also be made aware of websites which provide oral histories related to Asian American groups, and can use this to gain a deeper insight into the experiences of being Asian American. Students will also be asked to focus on one particular country or community from Asia and either (i) compose a global narrative of the community's migration histories and experiences as part of their research paper, or (ii) develop critical insights into how that country or community has been represented in American popular culture.

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

Students will team up to synthesize research on a significant topic related to Asian American histories and cultures, and will present this synthesis during class sessions. Students will be encouraged to make both oral and visual presentations, as well as bring out differing viewpoints related to the topic.

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

Class discussions will be structured around how certain experiences and stories become visible and why others remains hidden. Students will be asked to consider how class materials, including both readings and student-led discussions of readings, enable them to build new insights into American society, as well as remain aware of the emotional and social aspects of producing and sharing these stories.

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Students will be asked to reflect on how learning about minority and immigrant histories and stories illuminates aspects of their own experiences, and enables them to be more perceptive to the diversities that constitute American identities. They will also engage with how being American is a matter of participating in global flows of histories and migrations. The final paper will have a component that brings in this aspect of social responsibility.

Course Assessment Plan

Provide examples of the major assignments referenced for each category below

Critical Thinking

Critical thinking skills will be assessed in terms of class presentations, weekly assignments and the final research paper. This assessment will focus on the quality of analysis (logic and reasoning), the use of textual evidence, research of secondary scholarly sources and how effectively the students synthesize the evidence in their own exposition.

Assignments pertaining to this assessment are:

- Quizzes

- Weekly Homework Assignments
- Library assignments
- Proposal and Final Research Paper (global migration histories, or representations in popular culture)

Communication Skills

The strategies students use to persuade the audience through their writing and class presentations will be evaluated through standardized rubrics that focus on spelling and grammar, structure and organization, citation system required by the style manual employed, clarity of expression, as well as ability to present and navigate through opposing ideas.

Assignments pertaining to this assessment are:

- Leading Class Discussion and Presentations in Teams
- Weekly Homework Assignments
- Proposal and Final Research Paper

Empirical and Quantitative Skills

Students will be asked to present quantitative data (Census, ACS) on selected characteristics of Asian American communities and compare them to other minority and immigrant groups as well as to the overall composition of American society. This analysis of census data will be juxtaposed with oral histories available through websites of Asian American organizations which will provide personal perspectives.

Assignments pertaining to this assessment are:

- Leading Class Discussion and Presentations in Teams
- Weekly Homework Assignments
- Proposal and Final Research Paper

Teamwork

The assessment of teamwork incorporates several participatory activities throughout the semester. Teams are created at the start of the semester and each team must meet required deadlines according to the syllabus. Teams are evaluated on the quality of their collective product and on the feedback that team members provide their peers. At the end of the semester, individual team members provide an evaluation of the team's work ethic and performance in the semester.

Assignments pertaining to this assessment are:

- Leading Class Discussion and Presentations in Teams
- Providing Feedback on Final Research Paper Proposal

Personal Responsibility

Personal responsibility will be assessed based on individual participation in the team project and required team meetings overseen by the instructor. Students will be asked to be open to viewpoints of their peers as well as remain aware of the need to responsibly share any stories and debates that may emerge in team and class discussions.

Assignments pertaining to this assessment are:

- Ethics of classroom discussion and research
- Leading Class Discussion and Presentations in Teams
- Providing Feedback on Final Research Paper Proposal

Social Responsibility

Social responsibility will be assessed in terms of how students participate in group discussions and whether they are able to make connections across readings to build a broader picture of Asian Americans and Asian American Studies.

- Ethics of classroom discussion and research
- Leading Class Discussion and Presentations in Teams
- Providing Feedback on Final Research Paper Proposal
- Final Research Paper on global migration histories, or representations in popular culture

Minor in Asian Studies

Degree Plan

Code	Title	Hours
Core Courses		
Select three courses of the following:		9
ASIA 3300	Intro to Asian Studies	<u>3</u>
ASIA 2300	Intro to Asian American Studies	<u>3</u>
POLS 3339	Comparative Political Systems	<u>3</u>
RS 3310	Major World Religions	<u>3</u>
Optional Courses		
Select three courses of the following: ¹		9
ANTH 3306	Cultural Diversity	<u>3</u>
ASIA 3300	Intro to Asian Studies	<u>3</u>
ASIA 2300	Intro to Asian American Studies	<u>3</u>
ASIA 3350	Special Topics-Asian Studies	<u>3</u>
ECON 4325	International Economics	<u>3</u>
ENGL 3317	Postcolonial Literature	<u>3</u>
ENGL 3331	World Literature	<u>3</u>
HIST 2301	World History to 1500	<u>3</u>
HIST 2302	World History Since 1500	<u>3</u>
HIST 3338	History of Modern China	<u>3</u>
HIST 3339	Pyramids & Prophets	<u>3</u>

Code	Title	Hours
HIST 3390	History, Special Topics	<u>3</u>
MGMT 4325	International Management	<u>3</u>
POLS 3332	Political Geography	<u>3</u>
POLS 3334	Politics in World Regions	<u>3</u>
POLS 3339	Comparative Political Systems	<u>3</u>
POLS 3360	International Relations	<u>3</u>
POLS 4314	Women, Power and Politics	<u>3</u>
POLS 4348	Politics/Developing Countries	<u>3</u>
POLS 4364	Internat'l Political Economy	<u>3</u>
POLS 4365	International Organizations	<u>3</u>
RS 3310	Major World Religions	<u>3</u>
RS 3350	Spec Topics-Religious Studies	<u>3</u>
Total Hours		18

¹ No more than nine hours from any one subject may be applied towards this minor.