

# UH Core Curriculum Supplement

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**Academic Unit / Office** COE Department of Educational Leadership & Policy Studies  
**Implementation** 2019-2020

**Catalog Year of**

**Course (Prefix / Number)** AAMS / 2300

**Course Title** Introduction to Asian American Studies

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**PROPOSAL ACTION TYPE:**

- Add existing UH course to Core
- Add new UH Course to Core, see Course Proposal
- Revision current Core, switch Component Area
- Revision current Core, substantive change (e.g. prerequisites, course requirements, course level, restricted enrollment)

SYLLABUS ATTACHED

***Core Proposal Rationale and Justification for adding/revising the course?***

Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum: This course was previously UH Core under the prefix CUST2300. The only revision to the course was the prefix change to AAMS 2300 and rewording of the course description to clarify course content. The course was disapproved because of an error on an unnecessary submission form (an incorrect Core objective was identified). Because the course was disapproved under error, we are seeking to restore the course to the UH Core Curriculum. In support, the error on the form has been corrected and information is provided to demonstrate that the course continues to meet the required Core objectives for Social Behavioral Science.

This course significantly supports students of different majors across colleges to prepare for their profession/career in the US and in the world. The course provides students with a foundational understanding of the US sociohistorical contexts that impact Asian and Asian American immigration, identity, cultures, and community building, as well as the students' position in US multicultural society. The course also helps students broaden their knowledge about other peoples, cultures, and nations—not only from Asia but also from other continents—through the learning of migration, transnational practices, and race and ethnic relations that relate to the Asian American experience. Through this course, students also learn and improve important academic skills that help them to be successful in their learning and career. In short, as a core course, AAMS 2300 lays an important foundation for students to successfully advance their education and/or pursue a career in a multicultural and globalized world

**COURSE LEVEL?**

Is the course lower-division (1000/2000 level)?  NO  YES

If upper division (3000/4000 level) please provide a rationale for including the course in the UH Core Curriculum.

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**STEP 1:** IDENTIFY THE FOUNDATION CORE COMPONENT AREA for this course

*If the course is intended to be listed under Math/Reasoning or Writing in the Disciplines it must first qualify for Core under one of the Foundation Component Areas and under Step 2.*

SELECT ONE	FOUNDATION COMPONENT AREA	REQUIRED CORE OBJECTIVES (see <a href="#">THECB Core objectives</a> )					
		CT	COM	EQS	TW	SR	PR
<input type="checkbox"/>	COMMUNICATION	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<input type="checkbox"/>	MATHEMATICS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<input type="checkbox"/>	LIFE & PHYSICAL SCIENCES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	LANGUAGE, PHILOSOPHY, & CULTURE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	CREATIVE ARTS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	AMERICAN HISTORY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	GOVERNMENT/POLITICAL SCIENCE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	SOCIAL & BEHAVIORAL SCIENCES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

KEY : **CT**= Critical Thinking , **COM** = Communication, **EQS** = Empirical and Quantitative Skills  
**PR**= Personal Responsibility, **SR** = Social Responsibility, **TW** = Team Work

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**STEP 2 :** *If not selecting a course for Core Math/Reasoning or Writing in the Disciplines proceed to Step 3.*

IDENTIFY THE COMPONENT AREA OPTION for this course – Requires Step 1 & Step 2

*If the course is intended to be listed under Math/Reasoning or Writing in the Disciplines it must first qualify for Core under one of the Foundation Component Areas identified in Step 1. Identify the Foundational Component Area and required Core Objectives.*

SELECT ONE	UH Component Area Options:	Meets definition of Foundational Component Area (FCA) identified in Step 1	Double-List? *	CT	COM	EQS	TW	SR	PR
<input type="checkbox"/>	MATH/REASONING	<i>MATHEMATICS in Step 1 must select Mathematics</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<input type="checkbox"/>	WRITING in the DISCIPLINES	<i>Identify Foundational Component Area: Select One:  &amp; select additional objective(s) that align with the associated foundation component area selected in Step 1 (e.g. Language, Philosophy, Culture select SR, PR)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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\*DOUBLE –LIST?

UH Core course typically serve under only one component area.

Indicate request for the course be evaluated to also be listed in the Catalog under the Foundational Component Area (for example, *Language, Philosophy, Culture & Writing in the Disciplines*).

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## STEP 3: CORE OBJECTIVE ASSESSMENT

Select the applicable required Core Objectives for the associated Foundation Component Area.

For each required Core objective identify:

- How students will demonstrate achievement of the objective in the course (e.g. critical thinking, communication)
- What course assignment that may be used to assess student performance related to the objective. *An assignment may serve as a tool to assess more than one Core Objective.*

Select related required Objectives from Step 1 & 2)	Core Objectives	How will students demonstrate achievement of the objective in the course?	Assignment to be Assessed <i>(e.g. Essay #2, Project, Test #3)</i>
<input checked="" type="checkbox"/>	<p>CT <i>*required for all courses</i></p>	<p>Section#1 of the course requires students to engage with a range of course materials, including critically acclaimed documentaries and well-read books by Asian American filmmakers and writers. These texts (both visual and print), through reading/viewing, discussion, and analysis assignments, will provide them the opportunities to examine the experience of Asian American people. They also challenge them to think critically about the past, the present, and the future of race and ethnic relations in the United States. Students will have the opportunities to not only think critically about the history but also analyze rigorously the values of the materials and the aesthetic technique of the authors. They also will use such skills in analyzing data and ethnographic observant facts in supporting their arguments in the final research project. Students' achievement of CT through the course can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• Engaging critically in the in-class discussions on the books (including the three personal accounts and the collection of essays) and the films</li> <li>• Analyzing critically the data and empirical evidence collected from field research</li> <li>• Importantly, expressing their critical inquiry, analysis, synthesis and evaluation of historical facts and literature expression in the form of the three book critiques (The Gangster We Are All Looking For, Paper Son, The Desert Exile)</li> </ul>	<p>book critiques(#1, #2, and #3), final research project, midterm project, class discussion, class facilitation (leading class discussion)</p>

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<input checked="" type="checkbox"/>	<p><b>COM</b> * required for all courses</p>	<p>This course requires students to actively engage with their classmates and instructor on a regular basis and in multiple forms of communication. Students will sharpen their oral communication skill and written communication skill by exchanging and debating ideas in class discussions, conveying their understanding and perspectives on social issues by building and presenting their collage, facilitating the class discussion using PowerPoint/Prezi in their class session, and writing papers. Students' achievement of COM through the course can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• Presenting their ideas orally in group project (midterm) and class facilitation (leading class discussion)</li> <li>• Exchanging and elaborating ideas in class discussions</li> <li>• Presenting effectively their interpretation and expression of social issues and historical facts through visual communication such as collage and PowerPoint/ Prezi slideshows</li> <li>• Composing writing assignments</li> </ul>	<p>midterm group project, class facilitation, class discussion, writing assignments (including book critiques and final project paper)</p>
<input type="checkbox"/>	<p><b>EQS</b> *required for Math/Reasoning</p>	<p>Especially in Section#3 of the semester students will acquire EQS through multiple class learning and field research. Students will be introduced to important frameworks in empirical and quantitative theories and mixed methodologies in ethnographic research in LeCompte &amp; Schensul's textbook. In this section, students will also study a variety of EQ research samples in multiple ethnographic and scientific essays on Asian American communities. The final project assignment will sharpen and foster the EQ skills that students acquire from class learning in ways of applying qualitative and quantitative methods in students' ethnographic research and generating a scientific paper. Students' achievement of EQ skills through the course can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• designing research surveys and/or questionnaire</li> <li>• using mixed methods to conduct field research</li> <li>• analyzing data/information from</li> </ul>	<p>final research project (including a research proposal, survey/questionnaire, and an empirical/qualitative research paper), midterm project</p>

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		surveys/interviews and observant facts to write a research paper	
<input type="checkbox"/>	<b>TW</b>		
<input checked="" type="checkbox"/>	<b>SR</b>	<p>Course activities (class discussion participation, leading class discussion [facilitation], midterm presentation, final research) and the critical engagement with course materials (reading/viewing documentaries, memoirs, academic essays) will foster students' critical understanding of the experience of Asian migrants, Asian Americans, and US relations with Asian nations, both in the past and the present. These activities and materials require students to think critically about their role/responsibility in the mission of combatting social stratification/injustice and advocating the advancement of underprivileged people as well as how to take action for a better society and a better world. Students' achievement of SR skills through the course can be demonstrated in:</p> <ul style="list-style-type: none"> <li>• Understanding critically how social identity shape their role and responsibility in a diverse society of the USA and in a global spectrum</li> <li>• Understanding and appreciating the experience of AAPI in terms of migration, transnationality, community building, cultural preservation, and contributions to the United States</li> <li>• Importantly, engaging effectively in local AAPI community in ethnographic research and service that aim at investigating issues in the community in order to propose solutions for their advancement in their research paper</li> </ul>	final research project, class readings, class discussion, book critiques, midterm project
<input type="checkbox"/>	<b>PR</b>		

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UNIVERSITY of  
**HOUSTON**

ASIAN AMERICAN STUDIES CENTER

Introduction to Asian American Studies  
AAMS 2300

Fall Semester 2019

Instructor: Dr. An Tuan Nguyen

Classroom: Farish Hall, #130

Tel: (713)743-6154.

Office hours: Monday and Wednesday from 2:00pm-4:00pm or by appointment

Monday and Wednesday: 10:00am to 11:30am

Office: Stephan Power Farish Hall, # 405B

E-mail: [anguye95@Central.UH.EDU](mailto:anguye95@Central.UH.EDU)

**Course Description:**

This gateway course to the field of Asian American Studies introduces students to interdisciplinary analyses of Asian peoples as a “race” and multi-ethnicities in the US. This course examines the dominant historical experiences and issues that shaped the Asian America identity and Asian American communities. It will explore the diversity and complexity of Asian American histories and experiences in the context of US race and ethnic relations and in a broader spectrum of US international affairs. How did Asians enter America? How did US international policies affect the Asian American experience? What processes racialized them and their place in the nation? How do certain Asian groups in the US struggle to exist and to develop their ethnic communities? Using a range of diverse materials, including fiction, firsthand experience accounts, critical Asian American scholarly work, and documentaries, the course will address such questions and help students acknowledge the place of Asian Americans in the making of the US history. This course encompasses the following major rubrics:

- The Asian “race” as a social construction and processes of racialization.
- Ideologies of the Asian “race” and Asian ethnicities in US history of international affairs and immigration.
- Asian American social movements and resistance.
- Contemporary issues of race and ethnic relations within and outside Asian American communities.
- Asian American Studies as an interdisciplinary field.

**Student Learning Expectations/Outcomes:**

By the end of their enrollment in AAMS 2300, students should be able to clearly demonstrate the following learning outcomes:

1. Understanding of the Asian “race” as a social construction in the United States.
2. Understanding of the concepts of prejudice, discrimination, and stereotype and their impact on Asians/Asian Americans.
3. Understanding of the importance of Asian Americans as defining forces in American history in terms of ethnic, racial, and cultural diversity.
4. Understanding of several key issues and frameworks such as immigration, affirmative action, and racism in the formation of social policy and identity of Asians/Asian Americans in the United States and in global and diasporic contexts.

Students will also be able to clearly demonstrate the acquired knowledge and skills required for this core course in Social and Behavioral Science FCA, including **Empirical & Quantitative Skills, Communication, Critical Thinking, and Social Responsibility.**

### **Course Structure/ Approach:**

This class combines class discussion, lectures, group facilitation, presentation, media, and field research.

### **Reading Materials**

#### Textbooks (required)

1. Chin, Tung Pok. *Paper Son-One Man's Story*. Temple University Press, 2000
2. Uchida, Yoshiko. *Desert Exile- The Uprooting of a Japanese-American Family*. University of Washington Press, 2015
3. Le, Thi Diem Thuy. *The Gangster We Are All Looking For*. Knopf, 2003
4. Wu, Jean Yu-Wen Shen and Chen, Thomas G., ed. *Asian American Studies Now! A Critical Reader*. Rutgers University Press, 2012, third edition

#### PDF documents on Blackboard

Chapters from Margaret LeCompte and Jean Schensul's *Designing & Conducting Ethnographic Research: An Introduction* (The Rowman & Littlefield Publishing Group, 2010, second edition)

### **Course Outline:**

#### 1. Preparation and participation:

Your participation in class discussion is vital in this course. I expect every student to come to class with reading-task completed and questions in mind. I reserve the right to request students to answer questions and/or express comments about discussion topics. The only way you can prove the accomplishment of your daily reading is to comment, raise and answer questions in class debates. Please bear in mind that your participation will be closely observed and accurately recorded.

#### 2. In-class Facilitation (leading class discussion):

After the first month of my "showcase" teaching, students will be paired to be in charge of one class facilitation. This assignment will allow you to *lead* the class to engage critically in the reading of that day. Each facilitation should not be longer than 30 minutes and will start at the beginning of the class. In your facilitation, you should briefly *summarize* the fundamental points, make critical *analyses*, ask questions, and *facilitate* the class discussion on the assigned reading material of that day. You will use PowerPoint or Prezi for your facilitation but feel free (and be creative) to use any other sources of material/visual aids, such as pictures, cultural objects, or a very short video (no more than 5 minutes), to illustrate your points. Facilitators will email me the link to your work via Google Slides or as an attachment 24 hours before your facilitation begins. You can either submit to me a hard copy of your presentation that day (including the brief summary, the comments, and the questions) or send it to me via email. Your facilitation will be graded based on both your class performance and the quality of the materials.

#### 3. Writing assignments:

All writing assignments must be in Chicago style and must be typed in standard 12-point Times New Roman font and double-spaced with one-inch margins. No handwriting will be accepted. Please bear in mind that papers with many writing errors will not be graded. I strongly suggest you bring your papers to the writing lab or have them proofread before submitting them. I will upload detail instructions, requirements, and grading rubrics for every single writing assignment on the course's Blackboard so that you may know clearly what the expectations are and how to meet them. **All writing assignments must be submitted in-class and in hard copies.**

*Book critiques:*

You will be asked to write **03** short book critiques during the course. These are critiques of the three memoir/personal account/ short novel we read in the beginning of the course. Each critique is limited to 1000 words. Instruction on how to write a book critique will be uploaded on Blackboard. The due dates are: **9/10, 9/24, 10/8**

*(Midterm) group project:*

Students will be divided into groups of three for this creative assignment. Each group will be asked to design a collage that displays the history of US racial construction of Asian people and/or Asian Americans. Under this theme, you are asked to submit a 1500-word report in which you will explain how you come up with the project, tell the process of making the collage, and analyze the role of the collage in enhancing the understanding the values of the course as a whole. On the day that the project is due, each group will have 15 minutes to present their work in front of the class. Each of the three components will factor into your total midterm points. This midterm project is due on **10/10 and 10/15.**

*Final research project:*

The final project will be an empirical and quantitative research paper that focuses on the Asian/American experience and conditions in the United States. Students will employ ethnographic methods (observation/participation) and data collection (interviews/survey) to conduct empirical and quantitative research to shed light on some of the contemporary issues in the Asian American community. Research focus can be on one or more topics such as generational gaps, family, education, economic mobility, racial and ethnic relations, immigration experience, transnationality, to name a few. Research analyses should incorporate theoretical framework that we examine in *Section#2*. To engage our classroom learning with our local community in meaningful ways, students may choose one of the following ethnographic settings for their project: 1) A local Asian American business center, 2) public places on University of Houston campus, and 3) a local Asian American neighborhood.

In the beginning of *Section#3*, (**week 12**), I will work with you to identify a research topic and method that best fit your interest and condition. In **11/12** you will submit a rough draft of your research proposal (800 words) and survey and/or questionnaire. I will help you to improve the materials and I will supervise your research through the whole process, so please 1) raise questions/ concerns during our class meetings, 2) see me during my office hours, by appointment, or after class and, 3) communicate with me through emails. On the submission day (**12/10**), you

will submit (in my office) a portfolio that includes your paper (2500-3000 words) and the finalized materials (survey/questionnaire) used for conducting the project. Your work will be graded based on the quality of both the paper and the materials included.

Extra credits:

Hopefully, there will be several opportunities to earn some extra credits by attending and writing reflections on some cultural events (relevant to Asian Americans) on campus or in town. Extra credits are not mandatory but recommended. I will inform you before such events occur.

**Grading System:**

1. Class participation (10%):	100 points
2. Class facilitation (10%):	100 points
3. Three book reviews (30%):	300 points (100 points each)
4. Midterm Group Project (10%):	100 points
5. Final research project portfolio (40%):	400 points (300 points for the research paper and 100 points for other materials)
Total (100%):	1000 points

Your efforts made toward this course will be reflected on your grades as interpreted bellow:

- A Exceptional effort; exceptional work; exceptional progress (950-1000 points)
- A- 900-949 points
- B+ Good effort, good work; good progress (869-899 points)
- B 839-868 points
- B- 800-838
- C+ Average effort; average work; average progress (769-799 points)
- C 739-768 points
- C- 700-738
- D Low pass due to minimal work and effort (500-699 points)
- F Fail because of lack of effort; below minimal work was completed (below 500 points)

**Course Policy:**

Attendance:

In this class, you are required to attend class regularly. I will keep attendance sheets. If you are not in class when your name is called, you are either late or absent. If you are late, coming to class late three times will count as an absence. 15 minutes after the class begins, no excuse will be accepted, and the latecomer will be counted as absent. Permission for class absences is strictly limited to extremely justifiable cases such as serious accidents or severe sickness and those who wish to be absent must submit valid evidence. Those who have my permission to be absent will have to write a 2-page summary of the reading for the missed class. Please be advised that each absence without permission will automatically deduct 25 points from your total grade. Even with permission, you can only miss 4 classes after which, your final grade will drop a letter grade for each additional class missed (e.g. from A- to B+).

Electronic Devices

The use of electronic devices, especially cell phones and including laptop computer, is NOT permitted during class time. International students who wish to use electronic dictionary of any type must seek my approval in the beginning day of the semester.

Late Work:

No late work will be accepted!

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, UH's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Simply put: no form of academic dishonesty will be tolerated in this course and found violators will be failed immediately!

Academic Accommodations:

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with DisABILITIES at ext. 3-5400 for more assistance.

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SCHEDULE OF CLASSES

**Week 1:**

- 8/20: Introduction to the course  
What is Asian American Studies? Who are Asian Americans? Why do we need Asian American Studies?
- 8/22: *Home from the Eastern Sea - The Story of Asian Immigration to America*  
[documentary 57 min.]

**SECTION#1: THE ASIAN AMERICAN EXPERIENCE—HISTORIES AND MEMORIES**

**Week 2:** A "Coolie" Account: *Paper Son*

- 8/27: *Carved in Silence* (documentary, 47 min.)  
8/29: "The Early Years" (Chin, pp. 5-35)

**Week 3:**

- 9/5: "Gold Mountain Dreams" (Chin, pp. 41-79)  
9/10: "Becoming American" (Chin, pp. 83-147) (**book review on *Paper Son* due**)

**Week 4:** An Internee Account: *Desert Exile*

- 9/12: *Camp Amache* [documentary, 56 min.]  
9/17: "Life before the Attack" (Uchida, pp. 3-45)

**Week 5:**

- 9/19: "The Removal: Tanforan" [Uchida, pp. 52-101]  
9/24: "The Imprisonment: Topaz" [Uchida, pp. 101-154] (**book review on *Desert Exile* due**)

**Week 6:** A Refugee Account: *The Gangster We Are All Looking For*

- 9/26: *Bolinao 52 The Vietnamese Boat Refugees* (documentary, 56 min.)  
10/1: "suh-top!..." (pp. 3-35)

**Week 7:**

- 10/3: "palm..." (pp. 36-77)  
10/8: "the gangster we are all looking for..." (pp. 78-158); (**book review on *The Gangster* due**)

**Week 8:**

- 10/10: **Midterm collage project due. Project presentations**  
10/15: **Presentations** [continued]

**SECTION#2: CONSTRUCTING ASIAN AMERICAN IDENTITIES—FRAMEWORK**

**Week 9:**

- 10/17: “Neither Black nor White” (Angelo Ancheta, pp. 21-34)  
10/22: “Detroit Blues: Because of You Motherfuckers” (Helen Zia, pp. 35-54)

**Week 10:**

- 10/24: “How to Rehabilitate a Mulatto: the Iconography of Tiger Wood” (Hiram Perez, pp. 405-422)  
10/29: “We Will Not Be Used: Are Asian Americans the Racial Bourgeoisie?” [ Mari Matsuda, 558-564)

**Week 11:**

- 10/31: “Collateral Damage: Southeast Asian Poverty in the United States” (Eric Tang, 454-476)  
11/5: Occult Racism: The Making of Race in the Hmong Hunter Incident” (Louisa Schein & Va-Meng Thoj, pp. 423-453)

**SECTION#3: INVESTIGATING ASIAN AMERICAN COMMUNITIES—METHODOLOGY AND PRACTICE**

**Week 12:**

- 11/7: Chapter 1 “What Is Ethnography?” and Chapter 5 “Choosing and Designing an Ethnographic Research” (Margaret LeCompte & Jean Schensul) *PDF on Blackboard* **(research topic for final project chosen)**  
11/12: Chapter 6 “Collecting Ethnographic Data” and Chapter 7 “Data Analysis: How Ethnographers Make Sense of Their Data” (Margaret LeCompte & Jean Schensul) *PDF on Blackboard* **(Rough draft of proposal and survey/questionnaire due)**

**Week 13:**

- 11/14: “Race Matters in Civic Engagement Work” (Jean Wu, pp. 581-602)  
11/15: “Searching for Community-Filipino Gay Men in New York City” (Martin Manalansan IV, pp. 392-404)

**Week 14:**

- 11/26: “Home Is Where the Han Is: A Korean American Perspective on the Los Angeles Upheavals” (Elaine Kim, pp. 80-98)  
11/28: THANKSGIVING

**Week 15:**

- 12/3: “Public Health and the Mapping of Chinatown” (Nayan Shah, pp. 168-192)  
12/5: “Asian Immigrant Women and Global Restructuring, 1970s-1990s” (Rhacel Salazar Parrenas, pp. 135-166)

**Submission deadline: 1:00 pm December 10<sup>th</sup>—Portfolios of final research project to be submitted in my office**