

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School APAS/SST
 Prefix: APA Number: 394 Title: Bruce Lee Units: 3

Course description:

This class uses the life of Bruce Lee to explore intersections of gender, race, class, and sexuality in experiences and identity formation of Asian American men. Students will learn about the unique history, challenge, and success of Bruce Lee and other Asian American men living in the United States. Drawing upon psychological theory and research, as well as interdisciplinary ethnic studies scholarship, we examine topics of meaning in race and racism, internalization of oppression, relevant history of Asians in America, labor and masculinity, racial stereotypes, gendered racism, masculinity and sexuality, race relations, and Asian American movement.

Is this a cross-listed course? No If yes, please identify course(s): _____
 Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes
 If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required) Chair/Director Initials

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018 For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name _____ E-mail _____ Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): BRYAN BRAMBON Date: 11.29.2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

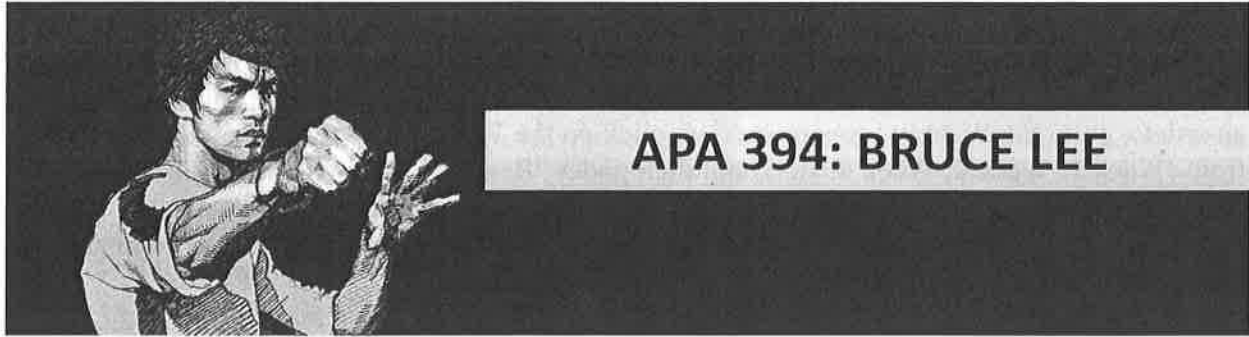
ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 60%; vertical-align: top;"> <p>psychology, sociology, family and human development</p> </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<p>psychology, sociology, family and human development</p>	syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<p>psychology, sociology, family and human development</p>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
APA	394	Bruce Lee	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	This class uses the life of Bruce Lee to explore intersections of gender, race, class, and sexuality in experiences and identity formation of Asian American men. Students will learn about the unique history, challenge, and success of Bruce Lee and other Asian American men living in the United States drawing on primarily social science readings.	Entire course, every week.
Course content emphasizes the study of social behavior such as that found in Psychology and Family and Human Development	Drawing upon primarily sociological and psychological theory and research, as well as interdisciplinary ethnic studies readings, course examines topics of meaning in race and racism, internalization of oppression, relevant history of Asians in America, labor and masculinity, racial stereotypes, gendered racism, masculinity and sexuality, race relations, and Asian American movement.	Entire course, every week in readings, lecture, video clips/screenings, discussion board, and quiz.

Course emphasizes the distinct knowledge base of the social and behavioral sciences.	Majority of sources and readings used in course is from psychology and sociology.	Every week has scholarly social science content.



Instructor: Hyung Chol (Brandon) Yoo, Ph.D.
Office: Wilson Hall 370
Email: yoo@asu.edu

Office Hours

Current office hours are posted on our Blackboard site, under “Course Syllabus” link. You may also schedule individual appointments with me by email. If you are located outside of Phoenix, please email me to schedule a virtual meeting using Skype (<https://www.skype.com/en/>). Note: When emailing me, be sure to write “Bruce Lee Course” in the subject heading in order to ensure that the email will be read. I’ll try to respond within 48 hours (excluding weekends). Also, please see the “Communicating with the Instructor” policy below.

Course Description

This class uses the life of Bruce Lee to explore intersections of gender, race, class, and sexuality in experiences and identity formation of Asian American men. Students will learn about the unique history, challenge, and success of Bruce Lee and other Asian American men living in the United States. Drawing upon psychological theory and research, as well as interdisciplinary ethnic studies scholarship, we examine topics of meaning in race and racism, internalization of oppression, relevant history of Asians in America, labor and masculinity, racial stereotypes, gendered racism, masculinity and sexuality, race relations, and Asian American movement.

Course material is intended for an “adult” audience who can maturely handle discussions and screenings regarding such topics as race, gender, sexuality, politics and violence. Central to class readings and discussions are roles of power and privilege (including race, class, gender and sexuality) and how related intersectional systems of oppression are personally experienced and challenged. If you feel you will have difficulty with this content, please discuss possible alternatives with the instructor.

Course Objectives

The three main objectives of this course include (1) knowledge in history, theories, and narratives of Asian American men (2) critical thinking and analysis (3) integration and expression of one’s ideas. To achieve these three objectives, this course will include readings, video, lectures, and discussions to help you learn.

Course Readings

Reading requirements (e.g., scientific articles, chapters, and/or handouts) will be all posted on our Blackboard class site. You do not have to purchase any books or reading packets. To access an article, go to the Weekly Lessons section, click on the Week you would like to get the article from (Week 1, Week 2, Week 4, etc.), and then under “Reading” you will see a link to the article in pdf. To honor copyright law, we ask that you do not share nor distribute these documents. Read the articles carefully and on time, as they form the basis of both Discussion Board and graded work.

Course Expectations

Workload Policy: The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Since this is a 7.5-week course, plan to spend approximately 18 hours each week preparing for and actively participating in this course.

Communicating with the Instructor: This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before contacting me for a reply to your individual questions:

- Course syllabus
- Announcements on class Blackboard
- “Hallway Conversation” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps me from answering similar questions or concerns multiple times. However, if you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, please contact me via email.

Hallway Conversations: If you happen to have a burning question that needs to be addressed right away (and the answer is not in the syllabus), then I urge you to post your question(s) to Hallway Conversations. The Hallway Conversations tab is located on the left-hand sidebar on Blackboard. This capability allows students to address each other’s inquiries and concerns. More often than not, your fellow peers will be able to address your questions faster than I can. I will monitor Hallway Conversations daily, and respond to your questions accordingly. In addition, I urge you to be generous classroom citizens, and kindly respond to your fellow classmates’ inquiries.

Technical Requirements: You have elected to take an internet course and this assumes that you understand how to use the internet, blackboard, email, and troubleshoot technical difficulties. I do recommend that you have the most updated programs and software to maximize reviewing of the films and PPTs and/or sending documents to your instructor and/or students. *You are responsible for making sure all is in working order.*

If you are having difficulties accessing the information on blackboard, you may need to use another computer. The ASU computer commons is a good way to access updated computers and software (<http://www.asu.edu/tour/tempe/cpcom.html>).

If you are having technical problems, please contact the University Technology Office Help Desk at helpdesk@asu.edu or at 480-965-6500.

Technical Assistance is available 24/7 for students. For information on systems outages see the ASU systems status calendar: <http://systemstatus.asu.edu/status/calendar.asp>.

**IMPORTANT:* If there is a technical error that occurred while participating online and it affects your grade (such as taking a quiz, exam, and discussion board posts), you MUST do the following:

1. Take a “screen shot” of computer screen with error message (Mac: Press “Command-Shift-3”; PC: Press “PrtScn”).
2. Contact technical support (see above or web link available on left tab of course site) and show proof of communication. Either “screen shot” of “live chat” or forwarded “incident report.”

Please email me with relevant documents as soon as you can. Otherwise, automatic 0 will be recorded for the assignment.

Student Conduct: Students in this class are quite diverse; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times.

Policy Against Threatening Behavior: All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Plagiarism Policy: “Integrity” means acting in a principled way—that is, you have morals, ethics and values that guide your behavior in a consistent and “upright” fashion. This is very important in life—be someone who acts with respect toward yourself and others; don’t compromise your integrity by acting less than truthfully. Do not copy from others and do not submit work that is not your own.

Just as a reminder you may want to read the Student Conduct Code about Academic Integrity at: <http://www.asu.edu/aad/manuals/sta/sta104-01.html>, and the Academic Integrity Policy is located at: <http://www.asu.edu/studentlife/judicial/integrity.html>.

If you have a question about how to cite something, feel free to ask! Please check out the website <http://www.rbs2.com/plag.htm>, which discusses definitions, diagnoses, and preventions of plagiarism.

Special Circumstances: We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please notify me immediately. Please speak with me as soon as possible so we can arrange appropriate accommodations and/or provide me with a letter of the necessary accommodations from the Disability Resource Center. If you do not already have contacts there, you should contact them below as soon as possible.

<p>Tempe Campus http://www.asu.edu/studentaffairs/ed/drc/ 480-965-1234 (Voice) 480-965-9000 (TTY)</p>	<p>Polytechnic Campus http://campus.asu.edu/polytechnic/drc/ 480.727.1165 (Voice) 480.727.1009 (TTY)</p>
<p>West Campus http://www.west.asu.edu/drc/ University Center Building (UCB), Room 130 602-543-8145 (Voice)</p>	<p>Downtown Phoenix Campus http://campus.asu.edu/downtown/DRC University Center Building, Suite 160 602-496-4321 (Voice) 602-496-0378 (TTY)</p>

Course Grading

Grades will be given based on the quality of your coursework, the extent to which the coursework adheres to the goals of the class, and the time it was submitted. You will be penalized for incomplete and late coursework.

Grades will be based on the following criteria:

Quizzes	30%
Cumulative Final Exam	20%
Current Event Assignment	20%
Discussion Board Participation	30%

Grading Scale (Breakdown for Calculating Final Grades)

Percent	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	E

Online Quizzes (30%): After review of each lesson (including lecture, videos, and reading), you will need to take the related quiz online. It is a 5 question multiple-choice quiz and you will have 10 minutes to complete the quiz. You may only take it once.

Cumulative Final Exam (20%): The *cumulative* Final Exam will be 40 to 50 multiple-choice questions. It will include all materials covered up to the date of the exam, including readings, lectures, and videos.

Procedures for Final. ***The Final Exam will be available on the last day of class, open between 12:01 AM to 11:59 PM.*** You will have 50 minutes to complete the exam once you begin it, but it must be completed at one time. This means you must schedule 50 minutes during the 24-hour period of the exam day to take the exam. You will also complete an honor oath stating that you have not used outside materials nor given or received help on the exam.

Policy for Missed Final. There are few acceptable reasons for missing the final exam. Make-up exam will be offered only to those who obtain permission from the instructor 24 hours IN ADVANCE of the test and who have one of the following: a significant illness documented by a letter from a physician (or doctor's office); an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., jury duty, delivery of a baby, National Guard call-up, etc.). Students who miss an exam without satisfying one of these conditions will receive a ZERO for that exam.

Current Event Assignment (20%): This assignment asks you to critically analyze a current event as it relates to some key issues we have talked about regarding gender, race, class, and sexuality in experiences and identity formation of Asian American men. You must also analyze how and why this event reflects specific social structures of inequality. You may choose any current event from the last year, and must use a specific, national, credible newspaper article, news magazine article, television commercial, television episode, or a film for your analysis. *Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, the choice of your current event, and adherence to the assignment guidelines.* Full directions may be found under the "Current Event Assignment" section of Blackboard.

Discussion Board Participation (30%): After review of each lesson (including lecture, videos, and readings), you are responsible for participating in the threaded discussions that take place on the Discussion Board. *You should post two substantive comments or questions per lesson.* A "substantive" Discussion post is one that is thoughtful, developed, and connected to the lesson topic.

Discussion Board Postings (2 per lesson) are worth a cumulative total of 10.0 points per lesson. Please make sure you meet the word limit for the postings or you will receive a "0" for the posting.

Expectations of Postings: I advise against reiterating what another student has posted. If you agree or disagree, you must explain why thoroughly. I will be grading posts based on coherence, thoughtfulness, criticalness, and evidence of integrating your thoughts with those of the readings.

- ***Instructor Response (First Posting; 8.0 points):*** You must write a minimum of 250 words in response to the question. I will not give partial credit for discussion board postings that are under the word limit.

- ***Peer Response (Second Posting; 2.0 points):*** You must write a minimum of 100 words in response to one of your classmate's postings for that lesson. I will not give partial points for the posting if it does not meet the minimum word limit.

***This posting is also contingent upon the first posting. In other words, you will not receive partial credit for just responding to another student's post. You only receive this posting if you write the first post!!

***You may not just post a response to another student's response and expect credit for that lesson at all. So for example, if you decide you are not going to make the first posting to the instructor's question and then simply post a response to another student's posting (which is only 100 words), I will not give any credit for that posting.

***These posts must keep up with the progress of the course. You cannot, for example, go back to the Discussion Board and post to a Lesson after it has been completed and expect for the posts to be counted toward your participation grade. The instructor will keep track of your participation, including assessing the value of what you bring to this interactivity. Refrain from flaming or ad hominem comments. Please be rigorous but constructive.

COURSE LESSONS & SCHEDULE

This course is comprised of 14 lessons. Each lesson includes all or some of the following tasks:

1. **Reading:** Read an article of book chapter.
 2. **Lecture:** Watch streaming audio lecture with PowerPoint slides
 3. **Video Clips/Screening:** Review relevant film and media clips
 4. **Discussion Board:** Respond to instructor and peer on the Discussion Board
 5. **Quiz:** Five question multiple choice exam based on above material
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Lesson 01: Introduction

Learning Objectives:

- Instructor introduction and background
- Course objectives and expectations
- Review the syllabus and course site

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 3/14, 11:59pm]
 - Peer Response [No Peer Response]
- Multiple Choice Quiz [Due: Friday, 3/16, 11:59pm]

Reading:

- Read the Course Syllabus and explore class website.
- Kang, H. (2015). *I'm tired of being laughed at*. Huffington Post
http://www.huffingtonpost.com/henry-kang/im-tired-of-being-laughed-at_b_6647104.html?utm_hp_ref=entertainment&ir=Entertainment

Lecture: What is this Course About?

Video Clips/Screening:

- CLIP: Ed Bok Lee: Ode to Bruce Lee [3 minutes]
<https://www.youtube.com/watch?v=H2IQLymFrmE>
- FILM: Dragon: The Bruce Lee Story (1998). [120 minutes]

Discussion Board: Discuss with classmates

Who are you and what made you want to take this course? What do you know about Bruce Lee? What are the first thoughts and feelings that come to mind when you think of an Asian American man?

Quiz: Take 5-question multiple-choice exam (will count towards your final grade) based on the above material, including syllabus, lecture, and the film.

Lesson 02: Definitions

Learning Objectives:

- **Define and know difference between race, ethnicity, gender, and sexuality**
- **Understand origin and purpose of terms, particularly roles of domination and subordination**
- **Know how terms and positions are reinforced through ideology, economy, politics, and law**

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 3/14, 11:59pm]
 - Peer Response [Due: Friday, 3/16, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 3/16, 11:59pm]

Reading:

- Think Race and Ethnicity (2012)—Chapter 1 [12 pages]
- Race Gender Sexuality Social Class (2016)—Chapter 1 [12 pages]
- Race Gender Sexuality Social Class (2016)—Chapter 3 [12 pages]

Lecture: What is Race, Ethnicity, Gender, and Sexuality?

Video Clips/Screening: No video

Discussion Board: Discuss with classmates

How would you describe your nationality, race, ethnicity, gender, and/or sexuality (please pick at least 3)? How important are these social identities to you and why? What life experiences helped you shape these social identities?

Quiz: Take 5-question multiple choice exam based on above material

Lesson 03 (07): Theory

Learning Objectives:

- Know the definitions and differences between stereotypes, prejudice, and discrimination.
- Know definitions and differences between Individual Racism Model, Hierarchical Racism, and Racial Formations
- Know definitions, examples, and purpose of White Dominant Ideology, Manifest Destiny, and Cultural Hegemony.
- Define Systemic Racism, Individual, Institutional, and Cultural Racism.
- Describe key terms and theories at end of chapters.

Assignments Due:

- Discussion Board Post

- Instructor Response [Due: Wednesday, 3/21, 11:59pm]
- Peer Response [Due: Friday, 3/23, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 3/23, 11:59pm]

Reading:

- Think Race and Ethnicity (2012)—Chapter 3: dominant ideologies, oppression, and inequalities [17 pages]
- Think Race and Ethnicity (2012)—Chapter 4: privilege and white supremacy [20 pages]
- Gee Ro (2009) - Book Chapter Discrimination Review [pp. 365-370 only]

Lecture: How do we understand racism?

Video Clips/Screening:

Dragon Clip (1993)-The Bruce Lee Story-Individual Discrimination [2 minutes]

No Question by Bao Phi (2 min)

*Note: Nice reframe of cultural hegemony

Vox (2016) Yellowface is a bad look Hollywood [4 min]

Discussion Board: Discuss with classmates

Review the movie “Dragon” from lesson 1 and discuss examples of racism experienced by Bruce Lee. Feel free to use references from outside of class to discuss. Just make sure to cite and try to find reliable sources. Specifically, use one of the following theory/framework to illustrate how racism impacted Bruce Lee. Integrate references from readings, lecture, and film (No Question).

- Hierarchical Racism Model
- Racial Formation Model
- Cultural Hegemony
- Individual, Institutional, and Cultural Racism

Quiz: Take 5-question multiple choice exam based on above material

Lesson 4(13): Internalized Oppression

Learning Objectives:

- Define internalized oppression and how it reproduces systems of inequality
- Understand how internalized oppression reinforces White hegemony and systemic racism
- Describe effects of internalized oppression on mental/emotional well-being and view of self for different minority groups, including Asian Americans
- Describe effects of internalized oppression on mental/emotional well-being and view of self for Whites
- Describe purpose, results, and consequences of internalized racism in the Kenneth and Mamie Clarks’ doll study
- Describe Claude Steele’s stereotype threat and results from his experiments
- Describe strategies to resist internalizing oppression
- Define “FOB” and “Whitewashed” or “Twinkie” used within Asian American community. According to Pyke (2003), how are the construction and use of these terms adaptive

responses to the racial oppression of the larger society? How do they reinforce stereotypes encountered by Asian Americans and larger system of White hegemony?

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 3/21, 11:59pm]
 - Peer Response [Due: Friday, 3/23, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 3/23, 11:59pm]

Reading:

- Think Race and Ethnicity (2012)—Chapter 5 [20 pages]
- Pyke, K., & Dang, T. (2003). “FOB” and “whitewashed”: Identity and internalized racism among second generation Asian Americans. *Qualitative Sociology*,26(2), 147-172. [26 pages]

Lecture:

No lecture

Video Clips/Screening:

No video

Discussion Board: Discuss with classmates

Describe your personal experiences of internalized oppression and power/privilege related to your race, class, gender, or sexuality. Focus on more than one. Revisit concept and consider role of “intersectionality” to help frame response. How does cultural hegemony and systemic racism (including individual, institutional, and cultural) shape these experiences? What are the effects of your internalized oppression and power/privilege on your mental/emotional well-being and view of self? How have you resisted internalizing systems of oppression? Integrate concepts, lessons learned, and terms from the reading.

Quiz: Take 5-question multiple choice exam based on above material

Lesson 05(03): History—Part 1

Learning Objectives:

- Know significance and impact of the following law or event that shaped the experience of Asian American men:
 - First Asian ethnic group in the U.S.
 - Crispus Attucks in the Boston Massacre
 - Immigration Act of 1790
 - First large scale immigration of Asian ethnic group
 - Golden Spike event in Utah in 1869
 - Immigration consequence of the 14th Amendment
 - Page Act of 1875
 - Chinese Exclusion Act of 1882
 - Wong Kim Ark v. US (1898)
 - Asiatic Barred Zone Act of 1917

- Know key historical experiences shaping major Asian ethnic groups, including key terms at the end of the chapter.

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 3/28, 11:59pm]
 - Peer Response [Due: Friday, 3/30, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 3/30, 11:59pm]

Reading:

- Takaki R (1998) From a different shore (pp. 3-18)
- Liu (2009) Who are Asian Americans (pp. 1-25)

Lecture: History: Who are Asian Americans? Part 1

Video Clips/Screening: Where'd You Go? Model Minority rap video [6 minutes]

Discussion Board: Discuss with classmates

Describe the first time you met an Asian American male. What was your assumptions, expectations, stereotypes, and/or biases? Where did these assumptions and expectations come from? Discuss one new significant event/law that you learned about in this lesson that significantly shaped representation of Asian American men in the U.S.

Quiz: Take 5-question multiple choice exam based on above material

Lesson 06(04): History—Part 2

Learning Objectives:

- Know significance and impact of the following law or event that shaped the experience of Asian American men:
 - 1922 Cable Act
 - 1924 Immigration Act
 - Executive Order 9066
 - 1943 Magnuson Act
 - Jim Crow Laws 1865-1965
 - 1960s Civil Rights Movement
 - Asian American Movement
 - Loving v. Virginia
 - 1965 Immigration Act

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 3/28, 11:59pm]
 - Peer Response [Due: Friday, 3/30, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 3/30, 11:59pm]

Reading:

- Wong (1998) Post-65 Asian Immigrants (pp. 202-220)

Lecture: History: Who are Asian Americans? Part 2

Video Clips/Screening: No video

Discussion Board: Discuss with classmates

Discuss three U.S. events or laws that you learned from this lesson and how each significantly shaped representation of Asian Americans.

Quiz: Take 5-question multiple choice exam based on above material

Lesson 07&08(05 & 06): Labor & Masculinity-Part 1 and Part 2

Learning Objectives:

- Understand impact of how early labor recruitment, specific exclusion laws, and the shortage of women affect Asian American masculinity and communities
- Know how gendered and racism immigration laws stretched the boundaries of family and labor of Asian American men
- Know the origins and purpose of laundryman and Chinese restaurants

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/4, 11:59pm]
 - Peer Response [Due: Friday, 4/6, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 4/6, 11:59pm]

Reading:

- Espiritu (2008) Asian American Women and Men Chapter 2: Stretching Gender, Family, and Community Boundaries [pp. 19-47]

Lecture:

- United States of Chinese Food Gastropod Podcast.mp3 [44 minutes]
- Labor & Masculinity

Video Clips/Screening:

- Dragon Clip (1993)-The Bruce Lee Story-Chinese Restaurant Scene [4 minutes]
- 9-Man (2014) Documentary [1h 29 minutes]

Discussion Board: Discuss with classmates

Please choose one of the following set of questions to answer (feel free to answer as many questions within each set in order to come up with a cohesive response):

1. In the 9-Man (2014) Documentary, describe historic events that marginalized and helped create stereotypes of Asian American men and their communities. What is the origin and purpose of 9-man? How are its rules reinforcing or challenging dominant culture? How is

- “Chinese” or “Asian” defined in the game and what are its implications? How did sports like 9-man help redefine space and meaning of Asian American masculinity?
2. In the United States of Chinese Food Podcast, describe historic events that marginalized and helped create stereotypes of Asian American men and their communities. How did Chinese restaurants begin and how did it become so popular? What did you learn in the podcast, that was not in your reading or lecture?
 3. Using Espiritu (2008) Chapter 2 and lecture, describe specific laws and how they impacted specific Asian ethnic groups. In particular, how did these gendered and racist immigration policies affect Asian American masculinity and community. How did Asian American men cope and navigate in these racist spaces?

Quiz: Take 5-question multiple choice exam based on above material

Lesson 09: Perpetual Foreigner

Learning Objectives:

- Know definition of perpetual foreigner stereotype
- Describe other stereotypes that helped reinforce Asian Americans as perpetual foreigners
- Understand key historical events and laws that both reinforced and challenged Asian Americans as perpetual foreigners
- Describe how and why the perpetual foreigner stereotype changed pre/post 60s in the U.S.
- Describe the Implicit Association Test and summarize main findings from the Devos and Banaji (2005) study on what it means to be “American”?
- Understand story of Vincent Chin and its relation to the perpetual foreigner stereotype of Asian Americans

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/11, 11:59pm]
 - Peer Response [Due: Friday, 4/13, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 4/13, 11:59pm]

Reading:

Wu (2002) Yellow Chapter 3-Perpetual Foreigner

Lecture:

Perpetual Foreigner Stereotype lecture

Video Clips/Screening:

Slanted Screen (2006) - Asian Men in Film and TV (60 minutes)

Discussion Board: Discuss with classmates

From the Slanted Screen (2006) documentary, describe a film that reinforced images of Asian American men as perpetual foreigners and a film that challenged it. Integrate reading and lecture to further illustrate purpose and consequences of the perpetual foreigner stereotype.

Quiz: Take 5-question multiple choice exam based on above material

Lesson 10: Model Minority

Learning Objectives:

- Know definition, history, and purpose of the model minority stereotype
- Describe how selective immigration, ethnic diversity, social contexts, and racism experience challenge the model minority stereotype
- Describe racial triangulation theory and link between model minority and perpetual foreigner stereotypes
- Understand story of Rodney King and Akai Gurley and its relation to the model minority stereotype of Asian Americans
- Describe implications of model minority myth and intergroup/intragroup relations, social policy/services, educational experiences, mental health service use, and psychological outcome

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/11, 11:59pm]
 - Peer Response [Due: Friday, 4/13, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 4/13, 11:59pm]

Reading:

Wu (2002) Yellow Chapter 2-Model Minority [pp. 39-77]

Lecture:

Model Minority lecture

Video Clips/Screening:

Slanted Screen - Asian Men in Film and TV (60 minutes) [continue watching]

Discussion Board: Discuss with classmates

Describe your experiences of internalizing the model minority myth and its effects on your thoughts, feelings, and behaviors. What are ways in which you challenge/resist internalizing the model minority myth? Integrate references from readings and lecture.

Quiz: Take 5-question multiple choice exam based on above material

Lesson 11(08): Gendered Racism

Learning Objectives:

- Understand how and why Asian American men are stereotyped as effeminate and women as hypersexual. Describe how these stereotypes maintained over American history and provide examples.
- Know how gendered racism experienced by Asian American reinforces White hegemony.

- Describe Bruce Lee's life experiences/films and how it specifically challenged and resisted gendered racism experienced by Asian American men.

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/18, 11:59pm]
 - Peer Response [Due: Friday, 4/20, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 4/20, 11:59pm]

Reading:

- Espiritu (2008) Asian American Women and Men Chapter 5: Ideological Racism and Cultural Resistance [pp. 97-121]
- **Focus reading on construction and racialization of Asian American men and women.
- Kang (2015) I'm tired of being laughed at-Huffington Post
- Robinson (2005) In Bruce Lees Shadow-ABC News
- Chi (2012) Jeremy Lin-His Impact on Changing the Perception of the Asian American Male-The Post Game

Lecture:

No Lecture

Video Clips/Screening:

MTV Decoded (2016)-AA Sexual Stereotypes (6 min)

Slanted Screen (2006)

Discussion Board: Discuss with classmates

Choose one of the following, Kang (2015), Robinson (2005), or Chi (2012) article and summarize what you read. Integrate key references from Espiritu (2008) reading and MTV Decoded video.

Quiz: Take 5-question multiple choice exam based on above material.

Lesson 12(11): Masculinity & Sexuality

Learning Objectives:

- Describe main points in Chan's (2000) analyses of Bruce Lee's film, in particular 1) the ambivalent relationship between homosexuality and heterosexuality, 2) the ironic role of the working-class hero, and 3) the possibilities and limitations of rejuvenating a Chinese American manhood.
- Define hegemonic masculinity

- From Chung and Singh's (2009) chapter, know key terms/concepts, unique LGBT issues faced by Asian Americans including 1) oppression and discrimination, 2) religion and worldview, and 3) dual identity development

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/18, 11:59pm]
 - Peer Response [Due: Friday, 4/20, 11:59pm]
- Multiple Choice Quiz [Due: Friday, 4/20, 11:59pm]

Reading:

- Chan, J. W. (2000). Bruce Lee's fictional models of masculinity. *Men and Masculinities*, 2(4), 371-387. [17 pages]
- Chung, B., & Singh, A.A. (2009). Chapter 13: Lesbian, gay bisexual and transgender Asian Americans. In N. Tewari & A. Alvarez (Eds.) *Asian American Psychology: Current Perspectives*. (pp. 233-246). New York, NY: Routledge/Taylor & Francis Group. [13 pages]

Lecture:

No Lecture

Video Clips/Screening:

Our Families LGBT Asian and Pacific Islander Stories [8 minutes]

Discussion Board: Discuss with classmates

Please choose and discuss **one** of three main points discussed in Chan's (2000) analyses of Bruce Lee's film:

- 1) the ambivalent relationship between homosexuality and heterosexuality,
- 2) the ironic role of the working-class hero,
- 3) the possibilities and limitations of rejuvenating a Chinese American manhood.

Quiz: Take 5-question multiple choice exam based on above material

Lesson 13(12): Asian-Black Relations

Learning Objectives:

- Describe how Bruce Lee's philosophy of Jeet Kune Do in terms of who was allowed to participate, his re-defining portrayal of Asian American masculinity, and use of other racial minorities in his films impacted Black masculinity. In exchange, how was Bruce Lee and his movies informed and influenced by Black culture
- Describe key collaborations between Black Panthers and Asian American's Red Guards and I Wor Kuen
- What is the Third World liberation movement, how did it start, who was involved, and what were their main mission
- Describe key historic events that racialized and pitted Blacks and Asian bodies in America
- What does Espiritu (2008) mean when she describes "Yellow as Neither Black nor White"

- Explain how construction of model minority stereotype pits Blacks against Asians in efforts to rationalize White hegemony

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/25, 11:59pm]
 - Peer Response [Due: Friday, 4/27, 11:59pm]
- Essay Quiz [Due: Friday, 4/27, 11:59pm]

Reading:

- Prashad (2002) Everybody Was Kung Fu Fighting Chapter 5 [24 pages]
- Espiritu (2008) Asian American Women and Men Chapter 6 [13 pages]

Lecture:

SPECIAL TOPIC LECTURE: Yoo (2016) Black Lives Matter for Asian Americans

Yoo, H.C. (2016, August). Black Lives Matter for Asian Americans. In A. J. Consoli & L. J. Myers (Chair) Ethnic Psychological Associations Expand Psychological Knowledge--- Alternative Cultural Paradigms. Presenter on the symposium at the annual meeting of the American Psychological Association, Denver, CO.

Video Clips/Screening:

FILM: Berry Gordy's The Last Dragon (1985) [108 minutes]

Discussion Board: Discuss with classmates

In the film, The Last Dragon, does it essentialize and mock Asian American culture or does it challenge both Asian, but more specifically, Black masculinity? How does the protagonist, Leroy Green, challenge the stereotypes of aggressive, violent Black men? In contrast how is the antagonist Sho'nuff portrayed? As you consider the plot line between these main characters, consider how stereotypes of Black masculinity in particular are portrayed, challenged, and redefined. How does Bruce Lee, his films, provide an alternative framework of masculinity for Leroy and other Black men?

You do not have to answer all of these questions, but rather develop a cohesive thesis tying it to readings and special lecture. In particular, address the relationship between Asians and Blacks in America—in particular how their collaboration, exchange, and solidarity resisted and challenged hegemonic masculinity.

Quiz:

Essay Quiz [Due: Friday, 4/27, 11:59pm]

Directions:

The quiz for this lesson is **one, open-ended essay** on your **personal thoughts on the Black Lives Matter movement**. It should **350-word count minimum**, please copy/paste word count from corner of text box. You are free to use any concepts, terms, or lessons learned throughout this entire course, thus far.

You will have a maximum of **30 minutes** to respond, once it has begun. You may only take it once. It is graded and will count towards your final grade. *Please note that the quiz will no longer be available after the due date and time. You will receive an automatic 0 for the quiz. If there was a technical error, please see syllabus for instructions. Please make sure to completely review the related reading assignments, video, and lecture. You are not being evaluated on whether you agree or disagree with me, rather how you integrate class material and support your thesis.*

Lesson 14: Asian American Movement

Learning Objectives:

- Describe three key events that were central to the Asian American movement
- Explain three main purpose and parts of constructing the Asian American racial identity. Provide illustrations of events and arts/media during the movement that represents these parts
- Listen to songs on the “A Grain of Sand” album to understand the Asian American movement
- Reflect on personal motivation and action challenging current forms of oppression

Assignments Due:

- Discussion Board Post
 - Instructor Response [Due: Wednesday, 4/25, 11:59pm]
 - Peer Response [Due: Friday, 4/27, 11:59pm]
- Essay Quiz [Due: Friday, 4/27, 11:59pm]

Reading:

- Maeda (2009) Chains of Babylon Chapter 5 [26 pages]
- Maeda (2009) Chains of Babylon Conclusion [6 pages]
- Fang (2016) HONOURING (THE) MOVEMENT: BRUCE LEE, GRACE LEE BOGGS, AND THE SEARCH FOR ASIAN AMERICAN LIBERATION
<http://blog.angryasianman.com/2016/09/honouring-movement-bruce-lee-grace-lee.html>
- Keep on the Grass Blog (2016) Part 1: Bruce Lee – Asian Masculinity & Anti-Colonial Hero
<https://keeponthegrass.net/2016/05/13/part-1-bruce-lee-asian-masculinity-and-anti-colonial-hero/>

Lecture:

It's important to remember that “Asian Americans are made, not born” (Wu, 2002, p. 360). In construction of the “oriental,” we were called many things to rationalize cultural hegemony and systems of oppression. We were called many things to keep us as perpetual foreigners. The term “Asian American” is our term, our chosen identity in response to this oppressive system. It is more than a simple “ethnic marker,” rather a political identity that emphasized 1) multi-ethnic unity, 2) interracial solidarity, and 3) anti-imperialism and racism. The Asian American movement in the 60s was a “pan-Asian ethnic” collaboration to fight against systems of interlocking oppressions. It is suggested that three key moments in the Asian American movement included 1) the 1968 formation of the Asian American Political Alliance in Berkeley, 2) 1968 San Francisco State University and 1969 UC Berkeley Third World Liberation Strikes.

and 3) the community struggle against eviction of Filipino/a residents from the International Hotel in December of 1968. Rather than giving you a long lecture in details of these events, I'd rather have you learn about the movement and the real meaning of Asian American racial identity through music. It is important to never lose the humanity in who we fight for. It is important to never lose the song of our ancestors who fought for us.

Make sure to have read or read along with Maeda (2009) chapter 5 and conclusion as you listen to the album.

AUDIO: A Grain of Sand Album

**Make sure to read Maeda (2009) chapter 5 and conclusion before listening.

Video Clips/Screening:

FILM: Enter the Dragon (1973) [110 minutes]

Discussion Board: Discuss with classmates

As many of you may know by now, "Enter the Dragon" was Bruce Lee's first mainstream American film and also his last before his premature death at the age of 32 due to a health condition. Please discuss themes, plots, and character development of Enter the Dragon that actively challenges specific and various forms of oppression experienced by Asian American men. How did these themes, plots, and character development in the film echo the purpose of the Asian American movement in the 60s?

Quiz:

Essay Quiz [Due: Friday, 4/27, 11:59pm]

Directions:

The quiz for this lesson is one, open-ended essay on your **personal reflections of what you have learned in our class. Bruce Lee's life and films are full of illustrations that reflect broader experiences, challenges, but more importantly, resilience of Asians in America. What are your own personal motivations, challenges, and actions in fighting for social justice and equality for all, while recognizing roles of power and privilege?** It should 350-word count minimum, please copy/paste word count from corner of text box. You are free to use any concepts, terms, or lessons learned throughout this entire course, thus far.

You will have a maximum of **30 minutes** to respond, once it has begun. You may only take it once. It is graded and will count towards your final grade. *Please note that the quiz will no longer be available after the due date and time. You will receive an automatic 0 for the quiz. If there was a technical error, please see syllabus for instructions. Please make sure to completely review the related reading assignments, video, and lecture. **You are not being evaluated on whether you agree or disagree with me, rather how you integrate class material and support your thesis.***



APA 394: Bruce Lee
Current Event Analysis Assignment

This assignment asks you to critically analyze a current event involving/affecting Asian American men and masculinity in particular. It should relate to some key issues we have studied in this class such as immigration and acculturation, racial and ethnic identity development, racial stereotypes and racism, masculinity and sexuality, interracial romantic relationships, multiracial issues, race relations, and health and well-being of Asian American men.

You must also analyze how and why this event reflects specific social structures of inequality. You may choose any current event from the last year as of the first day of this semester, and must use a specific newspaper article, magazine, television program, commercial, and movie for your analysis.

Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, the choice of your current event, and adherence to the assignment guidelines. Your paper should be double-spaced, 12 pt times new roman font, one-inch margins all-around, no less than four (4) full pages long, and include:

- a) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: "In this paper I will show how (current event) demonstrates (name the key concepts you are analyzing) at work, and thus illuminates (which structures of inequality).
- b) The key concepts you identify should form the structure of your essay and, hence, function as evidence in support of your thesis.
- c) Use the reading and relevant lecture material. **Make sure to incorporate the many definitions/concepts we have covered in lecture and the readings.** Take care to cite your sources (using APA format). Check following websites for format:

--<http://webster.comnet.edu/apa/>

--<http://owl.english.purdue.edu/owl/resource/560/09/>

--<http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm>

An electronic copy of the newspaper, news magazine, or video clip source (or a link to a copy) should be included with the paper.

**Current Event Assignment
Grading Criteria**

<p>--OPENING PARAGRAPH: A clear thesis statement. Thesis statement placed in the first paragraph of the paper. Closely follow this format: "In this paper I will show how (current event) demonstrates (name the key concepts you are analyzing) at work, and thus illuminates (which structures of inequality).</p>	
<p>NOTES:</p>	<p><i>[10 points]</i></p>
<p>--SUPPORTING PARAGRAPHS: Key concepts identified form the structure of the essay and, hence, function as evidence in support of the thesis. Generally, each paragraph focuses on one supporting concept/definition and examples from the paper/article/movie/video support the key concept.</p>	
<p>NOTES:</p>	<p><i>[60 points]</i></p>
<p>--Throughout paper, all key concepts/definitions used are cited in APA format and clearly defined based on class lectures and readings.</p>	
<p>NOTES:</p>	<p><i>[10 points]</i></p>
<p>--Clarity of writing including grammar, sentence, structure, etc.</p>	
<p>NOTES:</p>	<p><i>[10 points]</i></p>
<p>--Paper is double-spaced, 12 pt times new roman font, one-inch margins all-around, no less than four (4) full pages long,</p>	
<p>NOTES:</p>	<p><i>[10 points]</i></p>

FINAL GRADE (TOTAL 100 POINTS)

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