Asian American Studies
Spring 2018 Courses

Courses that Fulfill Requirement #1
One introductory survey/foundation course on Asian American experiences with at least a third of its content on Asian American history.

- AAST 0094-01 Deconstructing the “Coolie” ~ Rupa Pillai

Courses that Fulfill Requirement #2
At least one course focused on race in which Asian American experiences are addressed in a sociopolitical context.

- AAST 0094-01 Deconstructing the “Coolie” ~ Rupa Pillai
- AAST 0094-02 (AMER 0010-01) Human Rights in the U.S. ~ Tom Abowd
- AAST 0094-04 (HIST 0036) Communities and Diversity in U.S. History ~ Reed Ueda
- AAST 0194-03 (SOC 0149) Racial Identity in Historical Perspective ~ Orly Clerge
- AAST 0194-04 (SOC 0188-09) Youth of Color ~ Orly Clerge

Courses that Fulfill Requirement #3
At least one course with full or partial focus on Asian American experiences beyond the foundation.

- AAST 0194-01 (AMER 0180-06) Racing Research: The Politics of Knowledge Making ~ Jean Wu
- AAST0194-02 (PS 0119-01) American Racial Politics ~ Natalie Masuoka

Courses that Fulfill Requirement #4
Students wishing to count these courses towards the minor in Asian American Studies must consult with the course instructor for permission to focus independent work (e.g. a paper) on an appropriate topic AND must get the course approved by the Asian American Studies director before taking the course. To do so, send a copy of the syllabus and short summary of the planned independent project to the Program Director.

- AAST 0094-05 (SOC 0094-16) The American Labor Movement ~ Cedric de Leon
- AAST 0194-05 (HIST 0193-01) Family Histories and American Culture ~ Kendra Field
- AAST 0194-06 (SOC 0188-07) Race and Politics ~ Cedric de Leon
- AAST 0194-07 (ENG 0192-02) Colonialism and Domesticity ~ Lisa Lowe
- AAST 0194-08 (ILVS 101) Visualizing Colonialism ~ Kamran Rastegar
- CH 0188-05 Race, Ethnicity & Health ~ Adolfo Cuevas
- CH 188-06 Community Mental Health ~ Carolyn A. Leung
- CH 0188-08 Stress and Health in Communities ~ Adolfo Cuevas
- SOC 0094-02 Health, Policy & Inequality ~ Brett Nava-Coulter
5. Capstone Project or Course.
Two options to complete this requirement:

i. Complete a capstone project under the guidance of an affiliated Asian American Studies faculty. The capstone project must be approved by the Program Director. To receive credit for the project, the student must enroll in AAST 0198 (Asian American Studies Capstone Project) and complete a one-on-one course form.

ii. Take a sixth course from the one of the lists of approved courses above.

AAST 0193 Independent Study ~ Staff
Students wishing to do an independent study must contact the director of the program for permission to enroll in the course.
Course Descriptions

AAST 0094-01 Deconstructing the “Coolie” ~ Rupa Pillai
M W | 1:30-2:45pm
Coolie, meaning wages or to hire, is a contested and controversial term first used by Europeans to describe Asian labor that dates back to the in the late sixteenth century. But, coolie is more than a term. By naming an individual as coolie a form of racialization occurs. The construction of the coolie during the mid-nineteenth century transformed both Indian and Chinese laborers into a racialized, lower class that was pursued as a cheap labor. This construct of the coolie restricted the opportunities of the individuals hailed as such and informs contemporary Asian American identity. In this course, we will deconstruct the “coolie” to explore the following questions: What/who is coolie? How is coolie racialized and classed? How is the coolie silenced/invisible in (Asian American) histories? How does coolie inform and exists in the present?

AAST 0094-02 (AMER 0010-01) Human Rights in the U.S. ~ Tom Abowd
MW | 10:30-11:45am
This interdisciplinary course will explore a range of topics related to human rights in the United States. We will examine debates about human rights across various fields of studies and at particular historical moments. Participants will, for instance, examine human rights concerns related to genocide, slavery and Jim Crow, the privatization of prisons, racial politics and urban space, gender-based forms of violence, and the politics of labor and the machinations of capital—regional and global—that impinge on the rights of workers. It will be one of the crucial challenges of this course to look critically at some of the taken-for-granted ideas about rights discourse and security, notions of freedom and liberty, and discipline and punishment. Visual culture, ethnographic films, and documentary films will be important parts of this course. By exploring themes of power and resistance, we will acquire insights into how people and communities in various places make sense of their lives and strive for justice. In doing so, the course will seek to discover the richness of human diversity and the human potential for political and social transformation.

AAST 0094-04 (HIST 0036) Communities and Diversity in U.S. History ~ Reed Ueda
M | 9:00 – 11:30 am
The historical construction of U. S. democratic pluralism in a civil society of diverse communities including comparisons with pluralism in other countries. Ethnicity, class, gender, race, nationalism, regionalism, religion, consumerism, and popular media in this process.

AAST 0094-05 (SOC 0094-16) The American Labor Movement ~ Cedric de Leon
MW | 9:00-10:15am
Want to know more about unions?
Worried about class inequality?
Ever wondered what you can do about it?
Well, this course is for you.
AAST 0194-01 (AMER 0180-06) Racing Research: The Politics of Knowledge Making ~ Jean Wu
T | 4:30-7:15pm
Knowledge making is raced and political. This course asks participants to consider how individual positionalities and structural power operate in the process of creating knowledge. Participants will learn to write critical auto/ethnography as well as explore anti-racist and decolonizing research methods. The course is designed with juniors in mind but open to sophomores and seniors, especially if they are undertaking knowledge making projects, be these research papers, creative writing or mixed media projects, capstones or senior theses. Students will complete a critical autoethnography as well as design a final project of their choice. Prerequisite: Race in America or Asian America or Critical Pedagogies of Race in Diaspora.

AAST0194-02 (PS 0119-01) American Racial Politics ~ Natalie Masuoka
W | 09:00AM-11:30AM
This seminar course will address the state of racial politics in the United States by discussing the unique identities, ideologies and approaches to government found within Asian American, black and Latino communities. Content will primarily cover contemporary American politics from 1964 to the current. An introductory course on American government is recommended but not required.

AAST 0194-03 (SOC 0149) Racial Identity in Historical Perspective ~ Orly Clerge
TR |1:30-2:45pm
How individuals, groups and communities define themselves in racial terms has been at the center of sociological inquiry since the 19th century. Although racial categories are often imposed upon populations, they are also interpreted, reconstructed and negotiated by social actors in everyday life. This course will examine how racial categories are contested, managed and redefined by racial groups. The primary focus of the course will be on black identity social and political movements both preceding and resulting from the Civil Rights movements. We will begin with the works of the first American sociologist, W.E.B. DuBois and end with contemporary perspectives on racial formation in America's increasing multiracial and multi-ethnic landscape. By the end of the course, students will be able to theoretically and empirically analyze the ways in which racial identity has changed over time and across space and provide sociological perspectives on America's racial future. Prerequisites: Two courses in sociology and/or Africana Studies, or one course in each

AAST 0194-04 (SOC 0188-09) Youth of Color ~ Orly Clerge
T | 9:00-11:30am
This seminar takes a sociological approach to understanding the lives of youth of color. Through an exploration of the experiences of non-white youth and the ways in which they negotiate and redefine the identities imposed upon them at birth, this course outlines their social development across the life course, as they progress from children to young adults. Through a comparative examination of the social implications of race, ethnicity and gender, we will also consider the impact of social institutions such as the family, school, and the law on the life chances of youth of color. Significant class time will be dedicated to analyzing real world data on black youth and the opportunities and challenges they negotiate as they come of age in the 21st century. Prerequisites: 2 Sociology, Africana, Asian American, and/or American Studies Classes

AAST 0194-05 (HIST 0193-01) Family Histories and American Culture ~ Kendra Field
M |1:20 – 4:20 pm
Explores diverse experiences of family and kinship in U.S. history, especially in the context of racial slavery, Indian removal, and transnational migration. Contextualizes the recent groundswell in scholarly
approaches to family history, as well as the popularization of DNA testing and genealogical research in American culture. Allows students to develop skills and perspective necessary for the production of scholarly research based on family histories, including their own. Readings will include family histories, micro-histories, and memoir.

**AAST 0194-06 (SOC 0188-07) Race and Politics ~ Cedric de Leon**

**M | 1:30-4:00pm**

Why should you care about race and politics? So much of what we think of as “political” has a racial dimension, from voting and social movements, to citizenship and democracy. On the flipside much of what we think of “racist” can be traced to politics, including police brutality, xenophobia, and segregation. The racial is political, and the political is racial. What’s weird is that so few scholars actually see it that way. Political sociologists are typically not sociologists of race and vice versa. In this course, we put these camps in conversation in order to make sense of the leading issues of our time: Black Lives Matter and the rise of white ethnic nationalism. Prerequisite: Two Sociology courses

**AFR 0194-07 (ENG 0192-02) Colonialism and Domesticity ~ Lisa Lowe**

**TR | 1:30-2:45pm**

In this course, we engage the double meaning of “domesticity,” as both “home” and “nation,” which links the definition of familial household to imperial projects determining geographies of belonging and otherness. We examine literatures, cultural practices, and narratives that represent the ideal of the “home” through the cult of domesticity, the ideology of separate spheres, and the culture of sentiment, both in England and the United States, and in sites of Anglo-American colonialism in the Caribbean, Asia, Africa, and in the diaspora. We include attention to the constructions of gender, race, motherhood, and reproduction in British and U.S. contexts, and in their idealized and antagonistic relationships to colonized, enslaved, indigenous, and immigrant communities. We will read British novels (*Jane Eyre, Dracula*), Anglophone postcolonial works (*Joys of Motherhood, The Pagoda, Never Let Me Go*), and works treating domesticity in the aftermaths of slavery, settler colonialism, and imperial war (e.g., *History of Mary Prince, The Bluest Eye, La Rose, A Gesture Life, “My Beautiful Laundrette”*), as well as primary archival documents and secondary histories (Smallwood, Morgan), analyses of colonialism and domesticity (Stoler, Wexler, Kaplan, McClintock) and domestic labor (Glenn, Collins, Parreñas), and theories of race and sexuality (Gopinath, Hartman). Topics of focus will be: the cult of domesticity, domestic slavery, colonialism and motherhood, boarding schools, suburban domesticity and colonial trauma, and queer domesticity.

**AFR 0194-08 (ILVS 101) Visualizing Colonialism ~ Kamran Rastegar**

**TR | 1:30-2:45pm**

An overview of the intersection between world cinema and the conditions of colonialism and post-coloniality. Readings and viewings on representations of the non-Western world in early cinema, and an examination of the development of cinemas of resistance and in particular the articulation of Third Cinema in the context of the Cold War. Films will be drawn from African, American (North and South), European, Middle Eastern, and South Asian cinemas, with special emphasis on Arab cinemas. The emergence of postcolonial themes in cinema, examining the treatment of questions such as gender and identity, social subalterns, engaging with orientalism, diaspora identity, and a range of other issues. Central to the course is the question: what aesthetic innovations in cinema may be related to the engagement with postcolonial issues? In English. Cross-listed as ARB 155, FMS 175-01 and CST 10-01. This course satisfies an IR requirement. Please see their website for more details.
Despite advances in medicine, education, and technology, racial and ethnic minorities in the United States carry an unequal burden of chronic disease and have higher mortality rates compared to their white counterparts. The causes of these inequities are thought to reflect a complex interaction of social, situational, and structural influences. This course is designed to review theories and research that describe the multiple pathways by which race and ethnicity influence health and produce disparate health outcomes. During the semester, students will critically examine the health status of major racial/ethnic minority groups in the United States. Attention will be focused on the patterned ways in which the health of these groups is embedded in the social, cultural, political, and economic contexts and arrangements of U.S. society. Students will also explore community-based approaches for addressing health inequity, including health care inequities. Topics covered include the meaning and measurement of race/ethnicity, the historic uses of minorities in medical research, how socioecological factors currently influence health and healthcare, how acculturation and migration affect health, and an examination of the ideas for reducing health disparities among racial/ethnic minorities.

At the end of the course, students will be able to:

• Describe how race and ethnicity have been defined and conceptualized in the U.S.
• Discuss how race/ethnicity both directly and indirectly influence health
• Critique at least three pathways by which race and ethnicity can impact health
• Explain how race/ethnicity interact with acculturation to affect health
• Be conversant on strategies that address health and health care disparities

Community mental health is a growing and dynamic field. It is a movement to provide care to mental health consumers/peers in community-based settings. It also encourages us to understand mental health from an ecological perspective and examine the social determinants of mental health, considering potential causes, treatment and prevention strategies at the individual, family and community level. Students will examine the complex factors that contribute to mental health, and the effects of community and family support and culture. Using this lens, this class will look at the experiences of specific populations such as racial and ethnic minorities, immigrants, and LGBTQ youth. This course highlights resilience and community-based strategies for health promotion and overall community wellness. This class centers the perspective and voices of mental health consumers/peers in this work and what innovative strategies are being developed for those in recovery. Interactive, experiential, art-based learning activities will be used throughout the course to promote reflection and dialogue about current, critical issues in the field. Students will be expected to be active participants in class discussion and write a research paper about a topic in the community mental health field.

The biggest health challenge facing the world in the twenty-first century is from the effects of stress on individuals and communities. Stress-related diseases, such as cardiovascular disease, diabetes, and hypertension, are one of the main contributors to early mortality and our overall health. The term “stress” carries a negative connotation. However, stress is a human’s response to changing circumstances in the environment and a part of everyday life. To understand why stress can have such
damaging effect to our health, we must ask, how does stress cease to become toxic to the body? What are the underlying pathways the link stress and health? Are all stressful experiences created equal? What can we do today to buffer the effects of stress on health?

This course is designed to review theories and research examining the role of stress in health. The course will review basic concepts and models of stress and the mechanisms by which stress may influence health outcomes. Through these concepts and models, this course will cover a range of topics, including the neurobiological underpinnings of stress and health and socio-ecological stressors and their influence on racial/ethnic health disparities. A key aspect of the class will be to critically evaluate and discuss the research of stress and health through the critique of studies’ methods, data, and conclusions. This course will foster an interdisciplinary approach to comprehensively understand stress and health in communities.

By the end of the course, students will be able to:
• Describe the basic concepts and models of stress
• Understand the various sources of stress and their responses influence to the mind and body
• Identify and critique mechanisms that link stress and health
• Identify the gaps in the existing literature and detect new areas for future research
• Learn stress management techniques and other coping strategies that can help buffer effects of stress on health.

Please visit link for course information.

http://as.tufts.edu/sociology/courses
SOC 0094-02 Health, Policy & Inequality ~ Brett Nava-Coulter
Using a sociological framework, this course will examine inequity in health with a focus on how policy can respond to the needs of underserved communities. It will investigate the role that social institutions play in perpetuating inequality and stigma, and look to attempts to counteract those dynamics. During the semester we will focus on defining and implementing cultural competency, the illness experience, and community formation and advocacy. Some of the topics covered will be LGBT health, immigrants and refugees, disability experience, and out-of-home youth, among others.