



The University of Texas at Austin
Center for Asian American Studies
College of Liberal Arts

Asian American Studies Elective Pilot Course Framework

Revised June 2023

COURSE DESCRIPTION

Asian American Studies, an elective course, introduces students to the myriad ethnic communities that make up the Asian American population. Early topics include the effects of European imperialism, the early arrivals of the first Asians to the Americas, and the growth of these transnational communities. Additionally, the course covers the impacts of the exclusionary period, the political landscape of World War II, and the Asian American activism of the Civil Rights Movement. In the post-1965 era, topics include changing immigration patterns, the lasting effects of 9/11, and contemporary explorations of Asian American social, cultural, and political conditions.

The central themes of this course include changing conceptions of Asian American identity and pan-ethnicity, immigration, community formations, economic inequities, labor relations, Civil Rights activism, social movements and transnationalism. Using primary and secondary sources, students will apply historical methods in the investigation of the micro and macro conditions that have shaped the diverse experiences and identities of Asian-origin people. Like many pan-ethnic groups, the boundaries of Asian American identity are fluid and constantly changing.

This framework intends to capture the breadth of diversity and experiences of Asian America while acknowledging the pressing need for further systematic study of often overlooked populations.

ESSENTIAL KNOWLEDGE AND SKILLS

(A) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(B) In Asian American Studies, a social studies special topics course, students learn about the contributions and histories of Asian Americans. The course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical formation of Asian American political, cultural and social identity within the broader context of U.S. history from the colonial period to the present day. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of the experiences of Asian Americans of diverse backgrounds allows students to well-supported arguments to address the many issues facing the United States today.

(C) In Asian American Studies, a social studies special topics course, students learn about Asian Americans through first-person accounts and historical records that center the voices of Asian Americans themselves. The course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical formation of Asian American political, cultural and social identity within the broader context of U.S. history from the colonial period to the present day. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of the experiences of Asian Americans of diverse backgrounds allows students to well-supported arguments to address the many issues facing the United States today.

(D) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials, such as landmark Supreme Court cases, poetry and novels, letters, diaries, photographs, documentaries, theater and visual arts is highly encouraged. Resources are available through the National Archives and also through non-profit organizations, universities and museum collections.

KNOWLEDGE & SKILLS

1

History

The student understands the effects of U.S. and European imperialism in Asia, the Pacific and the Americas on the early arrival of the first Asians to the Americas (1500-1870). The student is expected to:

- **(1-A)** Describe the role of Asian sailors, indentured servants, and enslaved people in the Spanish galleon trade between 1565 and 1815 and the interoceanic movement of labor and trade;
- **(1-B)** Explain how knowledge of shipbuilding and fishing practices allowed Filipino sailors to survive the harsh conditions of St. Malo;
- **(1-C)** Define Orientalism and explain its role in the early encounters between Americans and Asians, including Afong Moy and Chang & Eng Bunker;
- **(1-D)** Analyze the expansion of the South Asian and Chinese 'coolie' trade in European colonies and the subsequent passage of an 1862 federal act to prohibit the coolie trade; and
- **(1-E)** Explain the significance of the merchant ship Empress of China in 1784 and how the exchange of American commodities, including ginseng for Chinese tea, furniture, and porcelain, contributed to the social status of the American elite.

2

History

The student understands the arrival, establishment and growth of Asian transnational migrant communities between 1838 and 1924. The student is expected to:

- **(2-A)** Describe how multiple push factors such as war and land reform together with pull factors such as active labor recruitment led to the arrival of Chinese, Japanese, Korean, South Asian and Filipino migrants.

KNOWLEDGE & SKILLS *(cont.)*

- **(2-B)** Evaluate the struggles and contributions of Asian migrants to Imperial Valley agriculture in California and the Transcontinental Railroad,
- **(2-C)** Analyze the role of U.S. imperialism in the annexation of the Kingdom of Hawai'i and the occupation of the Philippines; and
- **(2-D)** Analyze the ways early Asian immigrants responded to nativism, including community building through multiracial labor coalition building and legal activism including *Tape v. Hurley* (1885) and *Lum v. Rice* (1927).

3

History

The student understands the social and cultural formation of Asian American communities during the exclusionary period (1875-1945). The student is expected to:

- **(3-A)** Describe the role of mutual aid societies, hometown associations and ethnic businesses within early ethnic enclaves such as San Francisco Chinatown and Little Manila in Stockton, California.
- **(3-B)** Describe how Filipino migrants established labor networks between Hawai'i, Alaska, and the western United States;
- **(3-C)** Interpret the firsthand experiences of Japanese, Korean, and Okinawan picture brides through primary sources;
- **(3-D)** Summarize the historical importance of "General Pershing's Chinese" and their later settlement in Texas as a result of their service to the 1917 US Army Mexican Expedition;
- **(3-E)** Describe the establishment of Japanese American rice colonies and cotton farms on the Texas Gulf Coast in the Pre-World War II period; and

KNOWLEDGE & SKILLS *(cont.)*

- **(3-F)** Compare the experiences of Asian migrants arriving through Angel Island and Galveston Island with the experiences of European migrants arriving through Ellis Island using primary sources, including Angel Island poetry.

4

History

The student understands the changes and continuities of the Asian American experience during the WWII period. The student is expected to:

- **(4-A)** Analyze the events leading up to Executive Order 9066, forced relocation of Japanese Americans to incarceration centers, including in Crystal City, Seagoville and Kenedy, Texas, and forms of individual and community resistance against racism;
- **(4-B)** Evaluate the social and racial impact of Executive Order 9066 on other East Asian Americans.
- **(4-C)** Identify the contributions of Asian American wartime efforts during World War II including the Chinese War Relief Association (CWRA), the 442nd Regimental Combat Team and Chinese American Airforce Pilots Maggie Gee and Hazel Ying Lee; and
- **(4-D)** Evaluate how political cartoonists, including Thomas Nast and Theodor Geisel (Dr. Seuss), supported or opposed Asian inclusion in society.

5

History

The student understands the evolving domestic and foreign policy decisions impacting Asian populations, migrations and settlement in the post-World War II U.S. The student is expected to:

- **(5-A)** Describe the increase in Korean migration to the United States as a result of the Korean War, including war brides and transracial adoptees;

KNOWLEDGE & SKILLS *(cont.)*

- **(5-B)** Describe how the US military interventions in Southeast Asia contributed to the displacement and resettlement of Cambodian, Lao, Iu-Mien, Hmong, Tai Dam, and Vietnamese refugees and transracial adoptees; and
- **(5-C)** Explain how U.S. Cold War interests led to the conferral of naturalized citizenship to Asians and the creation of the H1-B Visa category for migrants with specialized skills in STEM industries.

6

History

The student understands the social and cultural changes to Asian American communities beginning in the 1960s as a result of activism. The student is expected to:

- **(6-A)** Analyze the role of Asian American women in the Civil Rights Movement, including Grace Lee Boggs, Kazuo Iijima, Yuri Kochiyama and Patsy Mink;
- **(6-B)** Evaluate the role of interracial solidarity between Asian Americans individuals and organizations in various civil rights movements including the Black Panthers, United Farm Workers, Third World Liberation Front and Rainbow Coalition.
- **(6-C)** Define pan-ethnicity and compare the advantages and disadvantages of uniting distinct Asian American and Pacific Islander ethnic identities starting with the pan-ethnic Asian American movement of the 1960s;
- **(6-D)** Analyze the lasting impacts of Asian American movements, including the birth of Asian American studies, anti-Vietnam War activism, the Asian American women's movement, and redress for the World War II incarceration of Japanese Americans.

KNOWLEDGE & SKILLS *(cont.)*

- **(6-E)** Analyze how Filipino, Chinese American and Pacific Islander tenants and activists in the San Francisco International Hotel won their anti-eviction campaign; and
- **(6-F)** Evaluate how the creation of Asian American For Equality (AAFE) as a result of the Confucius Plaza protest provided organizational structure for subsequent Asian American protests, including responses to Peter Yew's attack and Vincent Chin's murder.

7

History

The student understands the issues and challenges faced by Asian Americans and their contributions to the United States from 1965 to the contemporary period.

- **(7-A)** Analyze how differing pathways to immigration impact income inequalities and educational outcomes of various Asian ethnic groups.
- **(7-B)** Analyze the history of Filipina/o nurses in the US and its relationship to the US occupation of the Philippines and other key events, including the 1965 Immigration and Naturalization Act and the period of martial law in the Philippines (1972-1981).
- **(7-C)** Describe the impact of 9/11 and the War on Terror on the increase of racial profiling and hate crimes against South Asian and Arab Americans;
- **(7-D)** Identify the challenges and contributions of new Asian Americans groups including Afghan, Bhutanese, Burmese and Nepali Americans.
- **(7-E)** Evaluation the role of deep-rooted racism against Asian Americans as a perpetual foreigner in the upsurge of anti-Asian rhetoric and violence during the COVID-19 pandemic; and

KNOWLEDGE & SKILLS *(cont.)*

- **(7-F)** Explain the legacies of American imperialism and military occupation on Native Hawaiians and their land and resources today, including social movements to protect Mauna Kea and shut down Red Hill.

8

Geography

The student understands the impact of geographic factors on major events related to Asian Americans over time. The student is expected to:

- **(8-A)** Identify the networks of transnational trade and labor in the Pacific Rim and Oceania and the settlement of Asians in the Western United States.
- **(8-B)** Explain the geographic distribution of War Relocation Authority (WRA) and Justice Department incarceration locations for Japanese Americans, including Crystal City, Seagoville and Kenedy.
- **(8-C)** Distinguish the contemporary settlement of Asian American communities in new regions of the United States from earlier patterns of migration and settlement.
- **(8-D)** Explain the connection with U.S. military presence in Asia including in Okinawa, South Korea, Philippines and Afghanistan with ongoing migration of Asian groups to the United States; and
- **(8-E)** Identify the rationale behind the formation of contemporary ethnic enclaves and ethnoburbs in Texas and challenges including gentrification and displacement of other minority groups including African Americans.

KNOWLEDGE & SKILLS *(cont.)*

9

Economics

The student understands the ways in which Asian Americans addressed opportunities and challenges to economic well-being over time. The student is expected to:

- **(9-A)** Explain the hierarchy of labor and labor rights organizing in the 19th century Hawaiian sugar plantation economy that defined Native Hawaiian, Japanese, Korean, and Filipino social structures.
- **(9-B)** Explain the establishment of Chinese American mutual aid societies, including Chinese Six Companies and hometown associations for cultural support, as well as Chinese American laundries and restaurants as a means of economic survival;
- **(9-C)** Compare the economic impacts of labor movement organizations on Asian Americans, including the Japanese Mexican Labor Association, United Farm Workers, Chinese Ladies Garment Workers Union, and Alliance of South Asian American Labor,
- **(9-D)** Analyze the historical and social factors that lead to the formation of ethnic business such as laundries, restaurants, dry cleaners and nail salons; and
- **(9-E)** Analyze the factors, including pathways to immigration, that contribute to economic disparities between Asian American subgroups.

10

Government

The student understands the impact of U.S. law and policy on Asian Americans throughout time. The student is expected to:

- **(10-A)** Explain the causes and effects of the passage of the Page Act of 1875, the Chinese Exclusion Act of 1882, and the Gentlemen's Agreement of 1907;

KNOWLEDGE & SKILLS *(cont.)*

- **(10-B)** Describe the effects of the 1917 and 1924 Immigration Acts in expanding immigration restrictions;
- **(10-C)** Explain how the Tydings-McDuffie Act (1934) effectively ended Filipina/o migration in exchange for Philippine independence;
- **(10-D)** Analyze how US-China relations changed during WWII, and the resulting passage of the Magnuson Act of 1943; and
- **(10-E)** Compare the impacts of the War Brides Act (1945) and the Luce-Celler Act (1946); and
- **(10-F)** Explain the factors leading to the 1965 Immigration and Naturalization Act and its impact in restructuring the racial demographics of the United States.

11

Government

The student understands the struggle of Asian Americans for full citizenship over time. The student is expected to:

- **(11-A)** Analyze how Asian Americans leveraged courts to defend and advance their rights, including *Hirabayashi v. United States* (1943), *Yasui v. United States* (1943), *Korematsu v. United States* (1944), and *Ex parte Endo* (1944).
- **(11-B)** Analyze how Asian Americans leveraged the equal protection clause of the 14th Amendment in *Lau v. Nichols* (1976).
- **(11-C)** Explain proposed and enacted legislation for undocumented Americans that affected Asian Americans, including the Development, Relief, & Education for Alien Minors (DREAM) Act and Deferred Action for Childhood Arrivals (DACA) Executive Order; and

KNOWLEDGE & SKILLS *(cont.)*

- **(11-D)** Identify the contributions of Asian American civic leaders to US government, including Dalip Singh Saund, Mee Moua, and Norman Mineta.

12

Government

The student understands the evolution of Asian Americans from inadmissible aliens to U.S. citizens. The student is expected to:

- **(12-A)** Explain the role of the Naturalization Act of 1790 in establishing categories of naturalized Citizenship;
- **(12-B)** Describe the importance of *United States v. Wong Kim Ark* (1898) in establishing jus soli citizenship under the 14th amendment;
- **(12-C)** Explain the ways the Supreme Court shifted definitions of race to determine citizenship in the cases *Ozawa v. United States* (1922) and *Thind v. United States* (1923); and
- **(12-D)** Describe categories for political citizenship such as jus solis, jus sanguinis, and through Naturalization;
- **(12-E)** Describe the historic and contemporary nomenclature in describing different Asian American groups such as Southeast Asian, East Asian, and South Asian.

13

Culture

The student understands the evolution of Asian Americans from inadmissible aliens to U.S. citizens. The student is expected to:

- **(13-A)** Describe transnational identity as social and cultural citizenship in multiple nations;

KNOWLEDGE & SKILLS *(cont.)*

- **(13-B)** Analyze the concepts of model minority and perpetual foreigner status in describing the conditional cultural citizenship of Asian Americans;
- **(13-C)** Analyze the concepts of model minority and perpetual foreigner status in describing the conditional cultural citizenship of Asian Americans; and
- **(13-D)** Explain the impact of LGBTQ+ Asian American representation and organizing, with introductions to figures such as Tamara Ching, Geena Rocero, George Takei, and Helen Zia.

14

Culture

The student understands the contributions of Asian Americans who have shaped the U.S. in art, architecture, film and sports. The student is expected to:

- **(14-A)** Analyze the significance of selected works of Asian American literature such as "Two Kinds" (1989) by Amy Tan and "My Two Lives" (2006) by Jhumpa Lahiri;
- **(14-B)** Analyze the lasting impact of Asian American art and architecture on local, national, and international culture, such as the works of I.M. Pei, Maya Lin, and Corky Lee;
- **(14-C)** Describe the contributions of documentary filmmakers such as Renee Tajima-Peña, Leo Chiang and Grace Lee; and
- **(14-D)** Describe the impact of Asian American athletes in various sports such as Wataru Misaka, Sunisa Lee, Bobby Balceña, and Yao Min;

KNOWLEDGE & SKILLS *(cont.)*

15

Science, Technology, & Society

The student understands how Asian American achievements in science and technology contributed to the social and economic development of the United States. The student is expected to:

- **(15-A)** Summarize the contributions of significant individuals to science, philosophy, mathematics and technology, such as Duy-Loan Le, Kalpana Chawla, Maggie Gee and Ellison Onizuka; and
- **(15-B)** Describe the importance of Asian American contributions to agriculture such as cultivation of Japanese varieties of rice in South Texas.

16

Social Studies Skills

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- **(16-A)** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and;
- **(16-B)** Use maps, charts, graphs, photographs, geographic data and available technology tools to draw conclusions and make inferences about Asian American history.

KNOWLEDGE & SKILLS *(cont.)*

17

Social Studies Skills

The student applies historical thinking in order to understand Asian American life over time. The student is expected to:

- **(17-A)** Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context;
- **(17-B)** Analyze competing historical debates and narratives among historians;
- **(17-C)** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past; and
- **(17-D)** Analyze how historical context shapes and continues to shape people's perspectives.

18

Social Studies Skills

The student communicates in visual, oral and written forms. The student is expected to:

- **(18-A)** Apply social studies terminology correctly.
- **(18-B)** Use conventions of writing, spelling, grammar and mechanics.
- **(18-C)** Transfer information from one medium to another, including written to visual and statistical to written or visual, using available technological resources as appropriate; and
- **(18-D)** Use research to create written, oral, and visual presentations of social studies information, including a presentation on contemporary Asian American issues or topics using critical methods of inquiry.