

SALT LAKE COMMUNITY COLLEGE
Department of Education, Family & Human Studies,
Social Work & Learning Enhancement
ETHS 2420-001 -- ASIAN-AMERICAN CULTURE
Spring Semester, 2014

Instructor: Sandra Kikuchi, MSW, CSW
Office: CT 214
Office Hours: By appointment
Phone: 801-957-4593
E-mail Address: sandra.kikuchi@slcc.edu

Required Text:

Weaver, H. N. (2005). *Explorations in Cultural Competence: Journeys to the Four Directions*. Thomson:Canada.

Required Readings:

NASW. (2007). *Indicators for the Achievement of the NASW Standards for Cultural Competence*.

<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>

Countries and Their Cultures: Multicultural America (assigned sections)
<http://www.everyculture.com/>

Yamashiro, G. and J. Matsuoka. (1997). *Help-seeking among Asian populations: A multiperspective analysis*. *Social Work*, 42(2), 176-186.

Wu, F.H. (2002). *East is east, east is west: Asians as Americans*. In *Yellow: Race in America Beyond Black and White*. (pp. 1-38). Basic Books:New York, NY.

JACL, 2003. *When Hate Hits You: An Asian Pacific American Hate Crime Response Guide*

Chow, J. (1999). *Multiservice centers in Chinese American immigrant communities; practice principles and challenges*. *Social Work* 44 (1), 70-80

Nah, K. (1993). *Perceived problems and service delivery for Korean immigrants*. *Social Work* 38, 289-296.

Mui, A.C. and Kang, S-Y, 2006. *Acculturation stress and depression among Asian immigrant elders*. *Social Work*, July.

Gellis, Z. (2003). *Kin and nonkin social supports in a community sample of Vietnamese immigrants*. *Social Work*, 48 (2), 248-256

McIntosh, P. (1990). *White Privilege: Unpacking the Invisible Knapsack*. Independent School, (Winter).

Mokuau, N. (1997). *Social workers' perceptions of counseling effectiveness for Asian American clients*. Social Work, (32) 331-335.

Takaki, R. (1993). *Pacific crossings: Seeking the land of money trees*. In A Different Mirror: A History of Multicultural America. (pp. 246-276). Little, Brown & Co.:Boston, MA.

Lyon, J. *A missing peace; Those lucky enough to get to America not so lucky after all; Invited to escape to America; some refugees just say no; From toilets to doorknobs, brief training tries to help refugees*. Salt Lake Tribune, Dec. 13, 2009.

Wu, F.H. (2002). *The changing face of America: Intermarriage and the mixed race movement*. In Yellow: Race in America Beyond Black and White. (pp. 261-300). Basic Books:New York, NY.

Other handouts/readings as assigned.

Course Description:

Social Work has always condemned prejudice and discrimination. As a helping profession, Social Work has developed a growing awareness of the importance cultural competence. Through the use of Social Work concepts and frameworks the students in this course will gain culturally appropriate knowledge and thereby acquire culturally competent skills

This course is designed to provide students an introduction and overview of cultural experiences of Asian Americans in the U.S. through a social work lens. We will explore the historical, economic, political and social realities of the Asian American experience and will critically examine the challenges facing this group in the U.S. Issues such as privilege, prejudice, discrimination, and racism will be examined within the context of the Asian American experience. We will also explore topics such as ethnic identity, stereotypes, self-concept, family structure as well as cultural expressions (e.g. art, music, literature, film) that will aid students to gain a broader understanding into the general threads of the Asian American culture.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the Asian American-descended peoples in today's society. We will recognize that there are diverse groups within what the government has designated "Asian Americans"—which is fairly artificial terminology. We will study commonalities and differences amongst each group, in order to create culturally sensitive professionals who can effectively relate to this specific minority-group experience.

LEARNING OUTCOMES:

The primary goal of ETHS 2420 is to introduce the student to historical, political, social and cultural experiences of Asian Americans in U.S. society. The course will examine the impact of stereotypes, prejudice and discrimination as well as apply social work frameworks to increase competency in complex cultural and community issues. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the followings ways:

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace. Students completing ETHS 2420 should be able to:

- Demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Asian Americans living in the U.S.
- Demonstrate an awareness of civil rights, an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of Asian Americans and to more effectively provide services to members of the Asian American community

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively. Students completing ETHS 2420 should be able to:

- Effectively discuss and write about events and/or practices prevalent among members within the Asian American community
- Effectively discuss and write about their understanding of issues specific to the Asian American community and utilizing effective problem solving skills to develop strategic interventions to address the challenges

SLCC Learning Outcome #3: Upon successful completion of any program, students should develop quantitative literacy necessary for their chosen field of study. Students completing ETHS 2420 should be able to:

- Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior amongst the Asian American communities

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically. Students completing ETHS 2420 should be able to:

- Demonstrate key aspects of critical thinking comparatively and analytically, assessing and articulating cultural patterns that have shaped the Asian American family and its members.

SLCC Learning Outcome #5: Upon successful completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner. Students completing ETHS 2420 should be able to:

- Understand the complexity and differences embodied within the many diverse Asian American communities, and that the members of each community do not “necessarily” view themselves as a homogenous group. This course focuses on the Asian American experience, but will place that experience within the larger context of the Asian American experience
- Demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups
- Demonstrate skills of cultural competence that will enable the student to be civically engaged and work with others in a professional and constructive manner

General Education Statement:

This course, ETHS 2420, fulfills the Social Sciences (SS) and Diversity (DV) requirements for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student’s knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one’s life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

General Education ePortfolio:

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit <http://www.slcc.edu/gened/eportfolio>.

For this class, you will submit a reflective writing paper. (Please see below for additional information.)

Class Format:

Because learning involves not only the acquisition of facts and information, but also the examination of prior knowledge, possible misconceptions and personal experience the format of this class will be largely open discussion. Through the study of Asian American experience and Social Work frameworks students will learn how to become more culturally sensitive professionals.

The course will also make frequent use of outside class activities, audiovisual material and structured exercises of comparison and contrast to the dominant culture. The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation are crucial to your learning and that of others in class.

Classroom Rules:

1. Self-disclosure can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be *respected*, will be held in confidence by students and should not be repeated outside of the classroom.
2. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
3. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
4. **WIRELESS DEVICES IN CLASSROOM:** The advent of technology use in the classroom as an instructional tool has caused both opportunities and distractions. The expectations for this course are that you are engaged and present during class time, which means that you will be free from technological distractions. Research has shown that these distractions cause individual inattentiveness and can make it difficult for others to stay focused on the immediate discussions. The following policies are in effect during our time together:
 - A. Cell phones, iPods, pagers, High-Resolution DVR Spy Pens with webcam and microphone or any device (excluding ADA authorized devices) that may distract from the class should be silenced before entering the classroom and may not be on the desk during class or exams. If you have an emergency and must use your cell phone, please exit the classroom to take the call. If you are discovered reading/sending text messages during class, you could be asked to leave the class and will be counted absent for that class session.
 - B. You are expected to engage in discussion for the class. You may use your computer to access your textbook, take notes, and research the discussion topic. However, some students may find it difficult to refrain from reading emails, surfing the web, and engaging in other activities not related to the class. Therefore, if you are discovered engaging in computer activities not directly related to the class, you will be asked to leave the class and will be counted absent for that class session.
 - C. You may not record or publish information from the class without written authorized use from the instructor. If used without authorization you have violated **PRIVACY/INTELLECTUAL PROPERTY RIGHTS**.

Finally, please become familiar with the Student Code of Conduct (MYPAGE) and these policies and understand that when you are not in class, the absence will profoundly impact your participation grade.

STUDENT CODE OF CONDUCT

The student is expected to follow the SLCC Student Code of Conduct found at <http://www.slcc.edu/policies/docs/stdtcode.pdf>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC) . The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Taylorsville Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax 957-4947 or by email: linda.bennett@slcc.edu.

Course Requirements:

●**Examinations and Quizzes:** There will be a midterm and a final examination. Examinations will be based on assigned readings, lectures, class discussions, videos and other class activities. There will be four (4) quizzes during the semester.

●**Reading Presentations:** Readings will be assigned to a student or group of students from this class. Each group is to complete the assigned reading and give a brief class presentation (approx. 5-15 minutes) addressing: (1) title and author(s); (2) a brief summary of what the reading is about, any findings and recommendations; (3) did you find the reading informative and did you learn anything from the reading, why or why not; (4) how the information contained in the reading applies to what you have learned in class. **(15 points)**

●**Reaction paper – 2 pages:** A *reaction paper* is an intellectual response in which you discuss your thoughts, feelings and observations. How do your thoughts, feeling, and observations relate to the knowledge you've gained in this class? You will view a presentation by Loung Ung during class and read two (2) articles. (1) Discuss your thoughts, feelings, and observations about the presentation and articles. Why do you think you had the reaction(s) you did? (2) How does the information in the presentation and articles relate to what you have learned in this class? (3) Does anything in the presentation and articles apply to your personal experience or experiences of family or friends; if so, how does it apply; if not, why doesn't it apply.

●Read articles by **Julia Lyon, Salt Lake Tribune, Dec. 13, 2009**; articles will be distributed in class
Due: April 15 in class (15 points)

●Reflection on Learning – ePortfolio assignment

“*Reflection* means thoughtfully considering or meditating on a topic...When “relective writing” is assigned, what is suggested is a combination of calm, quiet thinking with a retrospective focus – looking back over a period of time and considering its meaning and significance in conection with your experience. Reflective writing is a route to self-knowledge, as well as a genre in which writers share personal insights with others.” (Dr. Alice L. Trupe, posted August 29, 2001)

●Review the learning outcomes for ETHS 2420 listed in the syllabus. Note that while no specific course helps students move toward achieving all of those outcomes, each course is supposed to help you make progress in achieving as many of those outcomes as are relevant to the course.

●Making specific references to your work in this course, compose a 2-3 page reflective writing piece telling me if you have progressed toward achieving three of the outcomes. If so, how? If not, why?

Reflection on Learning – ePortfolio assignment continued:

- Did this course have an impact on your assumptions of the world or challenge any of your assumptions of the world? If so, how? If not, why?
- Looking back at the past semester, has this course and your other courses assisted in personal growth, change or progression? Why or why not?
- This assignment must be posted to your ePortfolio site by April 18, midnight.

Due: April 18 on your ePortfolio site (20 points)

●**Final Project Paper:** This course will provide you with general knowledge of the Asian American culture that will enable you to discuss this culture from many aspects. Class members will be divided into groups of 4-6 members. Each group will be assigned one social issue related to Asian Americans that needs to be researched. Together, group members will devise a realistic strategy for addressing the identified issue and bringing about needed change in that specific area. The group will research the identified social issue and devise a realistic strategy for addressing the issue including (a) why is change needed; (b) what is required to bring about needed change in that specific area; (c) discuss the cost of your strategy; (d) discuss possible resistance to your strategy; (e) discuss the strengths the ethnic community can contribute to your strategy; (f) identify and interview individuals in the community and/or community organizations that would be committed to your strategy or change. For example the Refugee and immigrant Center of the Asian Association of Utah mission is to improve the quality of life of refugees and other immigrants by providing culturally-sensitive and language-specific social services.

Each group will prepare an 8-10 page written report addressing the items listed above. In addition to lecture materials and course readings, **you must include research from three outside academic articles, book chapters, etc.** pertaining to your identified social issue. The information contained in the academic sources must pertain to your identified social issue and/or your strategy. A reference page is required and must be attached as a separate page and does not count as part of the 8-10 pages of the report. Copies of the first 2-3 pages of your three outside academic articles must be attached to your paper. These do not count as pages of text.

The written report is worth **40 points** for each member of the group. **Due: April 29 in class.**

●**Class Presentation:** In addition, each final project group will prepare a 15-20 minute oral presentation describing the group's issue, strategy, cost, possible resistance and strengths, etc. This should not be simply reading the written report. Each student is expected to participate in the presentation in order to receive credit for the presentation. Students are encouraged to utilize media technologies and/or visual aids to make the presentation both informative and interesting. The presentation is worth **15 points** for each member of the group. **Due: April 22 or April 29 in class.**

● **Community Activity and Write-up:** Each student will be required to attend a community activity or event such as visiting the Asian exhibit at the University of Utah Museum of Fine Arts, attending an ethnic festival, special lecture, etc. A 2-page write-up of the activity/event attended will include (1) a description of the activity/event, (2) your impressions of the activity/event, and, (3) what you learned from the activity/event. **Due: On or before April 1 in class (15 points)**

Participation: Participation through the articulation of thoughts, opinions, comments and application of knowledge to scenarios given in class will reflect the students' understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills. Given this value, **15 points** are available at the instructor's discretion based upon engagement in class discussion, demonstration of cultural competency and sensitivity to cultural aspects of Asian Americans and attendance. If you are unable to attend class, please contact the instructor before the class either by telephone or e-mail.

Writing Expectations: It is expected that all papers, essays and reports will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product should follow MLA or APA guidelines and be written in a 12-point font, double-spaced with one inch margins on all sides.

Late Work: All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are accepted only after receiving permission from the instructor a minimum of 5 days prior to the due date. Late work is graded at reduced point value. Otherwise, no late papers will be accepted.**

Grading:

Reaction paper	15	Due: April 15 in class
Reflection on Learning paper - ePortfolio	20	Due: April 18
Midterm	40	Tuesday, March 4
Attendance at Community Activity and write-up	15	Due: On or before April 1
Final project paper	40	Due: April 29, in class
Final project presentation	15	April 22 or April 29
Final Examination	40	Tuesday, May 6
Reading Presentation	15	Assigned
Quizzes x 4	35	Assigned
Participation	15	
Total	250	

COURSE OUTLINE*

(*course outline may vary slightly per instructor's discretion)

Week 1: January 14: Introduction, overview of the course and class expectations.

Definition of Social Work and the goal of cultural competency.

Discussion of cultural competency concepts.

•Read online NASW. (2007). *Indicators for the Achievement of the NASW Standards for Cultural Competence.*

<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>

•Read *Exploration in Cultural Competence* – Chapter 1

Week 2: January 21: Who are Asian Americans? Historical perspective of Social Work services for Asian populations. Historical background of Asian groups in America and introduction of the Asian American Model and cultural identity theories.

General areas of review for historical background for each represented Asian group in America. Refugee vs. immigrant status. Socio-economic issues of groups newly arrived versus arrival several generations ago. Differences amongst generations. Introduction of the Asian American Model and cultural identity theories as represented in the text and the correlation of assimilation to ethnic identity.

- Read *Explorations in Cultural Competence*, Chapters 2 & 8
- Quiz #1 Standards for Cultural Competence

Week 3: January 28: Prejudice, Racism, Stereotypes and Racial Identity Development

Past discriminatory social policies. Racially based immigration laws. English only referendums. Xenophobic. Relocation and internment. Hate crimes. Introduction of development models. Discussion of prevalent stereotypes and the impact upon identity development. Effects upon self-concept and its manifestation in behavior.

- Read *Explorations in Cultural Competence* Chapters 3 & 4

Week 4: February 4: Prejudice, Racism, Stereotypes and Racial Identity Development continued.

- Read *White Privilege...* (available <http://www.amptoons.com/blog/files/mcintosh.html>)
- Reading Presentations: “East is east...” & “When hate hits....”

Week 5: February 11: Background of Chinese Americans

Review of historical background of Chinese including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification, significance and meaning of cultural celebrations and traditions. Application of Social Work concepts and frameworks/interventions in order to work effectively with Chinese American populations.

- Read <http://www.everyculture.com/multi/Bu-Dr/Chinese-Americans.html>
Author: L. Ling-chi Wang
- Reading Presentation: “Multiservice centers...”

Week 6: February 18: Background of Japanese Americans

Review of historical background of Japanese including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Anti-sentiment attitudes and relocation. Application of Social Work concepts and frameworks/interventions in order to work effectively with Japanese American populations.

- Read <http://www.everyculture.com/multi/Ha-La/Japanese-Americans.html>
Authors: Stanley E. Easton & Lucien Ellington
- Suggested reading: <http://archive.vancouver.wsu.edu/crbeha/ja/ja.htm>
Author: Laurie Mercier
- Reading Presentation: “Help-seeking among...”

Week 7: February 25: Japanese Americans continued

- Reading Presentation: “Pacific Crossings,”
- Review course materials, review expectations for midterm and important points for test

Week 8: March 4: Midterm (5:30 – 6:30 pm)**The Pacific Islanders**

Review of historical background of Pacific Islanders including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work more effectively with Pacific Islanders populations. Review course materials, review expectations of midterm and important points for test.

- Read <http://www.everyculture.com/multi/Le-Pa/Pacific-Islander-Americans.html>

Author: Liz Swain

- Read *Explorations in Cultural Competence* Chapter 9

•Suggested reading: Kitano, H. H. L., & Daniels, R. (2001). *The Pacific Islanders*. In Asian Americans: Emerging Minorities (3rd Ed.). (Chapter 10, pp. 139-153). Prentice Hall:Upper Saddle River, NJ.

March 11: Spring Break**Week 9: March 18: Background of Filipinos and South Asian Americans**

Review of historical background of Filipino and South Asians including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work more effectively with these populations.

- Read <http://www.everyculture.com/multi/Du-Ha/Filipino-Americans.html>

Author: H. Brent Melendy

- Read <http://www.everyculture.com/multi/A-Br/Asian-Indian-Americans.html>

Author: Tinaz Pavri

- Quiz #2 on *Explorations in Cultural Competence* Chapter 9

Week 10: March 25: Background of Korean Americans

Review of historical background of Koreans including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work more effectively with Korean American populations.

- Read <http://www.everyculture.com/multi/Ha-La/Korean-Americans.html>

Author: Amy Nash

- Reading Presentations: “Perceived problems and service...” & “Acculturation stress and depression...”

Week 11: April 1: The Southeast Asians

Review of historical background of Southeast Asians including but not limited to systems of government, politics, and social . Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work more effectively with Southeast Asian populations.

- Read *Explorations in Cultural Competence*, Chapter 12
- Read <http://www.everyculture.com/multi/Sr-Z/Vietnamese-Americans.html>
- Author: Carl L. Bankston III**
- Quiz #3 on <http://www.everyculture.com/multi/Ha-La/Korean-Americans.html>
- COMMUNITY ACTIVITY WRITE-UP DUE IN CLASS**

Week 12: April 8: The Southeast Asians continued

- Quiz #4 *Explorations in Cultural Competence*, Chapter 12
- Read <http://www.everyculture.com/multi/Ha-La/Hmong-Americans.html>
- Author: Carl L. Bankston III**
- Reading Presentations: “Kin and nonkin...”
- Lecture: Luong Ung, “*First They Killed My Father*”
- Receive articles by Julia Lyon from *The Salt Lake Tribune*, December 9, 2009

Week 13: April 15: The Present Status of Asian Americans

Review current rates of socio-economic status, employment patterns, educational levels, health status, contributions of Asian Americans. Skills for cultural competence and awareness of barriers that minimize or eliminate service use.

- Read *Explorations in Cultural Competence*, Chapter 13
- Reading Presentations: “The Changing Face of America...” & “Social workers’ perceptions of...”
- REACTION PAPER DUE IN CLASS**

Week 14: April 22:

- Final project presentations

Week 15: April 29:

- Final project presentations
- Review course materials, review expectations for final exam and important points for test.
- FINAL PROJECT PAPER DUE IN CLASS**

Week 16: May 6: 5:50 - 7:50 pm**Final Examination**