



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ESTU
Course Number:	9
Descriptive Title:	Introduction to Asian Pacific Islander Desi American Studies
Division:	Ethnic and Social Justice Studies
Department:	Ethnic and Social Justice Studies
Course Disciplines:	Ethnic and Social Justice Studies
Catalog Description:	This course will provide a critical analysis and review of the struggles faced by Asian Pacific Islander Desi American (APIDA) communities as they demonstrate resistance and solidarity in their efforts to achieve liberation and racial and social justice. Students will apply interdisciplinary, college-level concepts that explore the foundations and theories in the Ethnic Studies discipline to extend the analysis to APIDA studies. Students will read scholarly, literary, and visual texts to gain a deeper understanding of the APIDA experience. Students will learn how to apply various perspectives and theories to analyze the struggles of APIDA individuals and communities. Through an interdisciplinary approach, this course will explore how various APIDA groups in the United States implement academic inquiries and perspectives that highlight issues of race, nationality, class, gender, sexuality, community building, Orientalism, transnationalism, culture, assimilation, and activism. Topics include, but are not limited to, the intersection of identity construction, media analysis, anti-Asian violence, immigration policies, labor, gender and sexuality, and social justice and liberation movements.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	fall 2025
Transfer UC:	Yes

Effective Date:	fall 2025
General Education: ECC	Area 2C - Social and Behavioral Science or Area 6- Ethnic Studies
Term:	
Other:	
CSU GE:	Area D - Social Sciences Area F- Ethnic Studies
Term:	
Other:	
IGETC:	Area 4 - Social and Behavioral Sciences Area 6- Ethnic Studies
Term:	
Other:	
CalGETC:	propose Area 6- Ethnic Studies
Term:	propose
Other:	
Student Learning Outcomes:	SLO #1 Analyze, identify, and acquire knowledge of the historical and contemporary experiences of Asian Pacific Islander and Desi Americans. SLO #2 Demonstrate competence in using multidisciplinary and interdisciplinary perspectives in studying Asian Pacific Islander and Desi Americans. SLO #3 Indicate and critically analyze the issues and concerns of Asian Pacific Islander and Desi Americans.
Course Objectives:	1. Examine how historical and current experiences have shaped the formation of Asian American and Pacific Islander communities and identities. Discuss how Asian Americans, Pacific Islanders, and Desi Americans (APIDA) self-identify, as well as how groups outside their communities perceive them. Explain APIDA experiences through key questions explored in broad ethnic studies, and connect this to foundational theories and concepts such as, but not limited to, assimilation, racism, stratification, power-conflict, pluralism, settler colonialism, racial formation, intersectionality, indigeneity, active roots, coloniality, dehumanization, hegemony, Orientalism, ethnocentrism, Eurocentrism, normalization, decolonization, regeneration, praxis, and transformational resistance within APIDA studies. For example, reading assignments and discussions of Eurocentrism, intersectionality, and Orientalism will be covered through the conflicting stereotypes associated with Asian American women and Asian American men. 2. Analyze, compare, and contrast the U.S. government policies that impacted the respective immigrant communities from China, Japan, Korea, the Philippines,

India, and the Pacific Islands. This course will examine the U.S. Constitution, Executive Orders, and Alien Land Acts to provide an understanding of the history of anti-Asian policies and the contributions of the Asian Pacific Islander Desi American (APIDA) community that helped shape and change these policies. For example, students will discuss and analyze how the Alien Land Law of 1913 prevented Japanese Americans from purchasing land.

3. Identify, compare, and contrast the experiences of the Chinese American, Japanese American, Filipino American, Korean American, Indian American, and Pacific Islander communities, in areas such as immigration patterns, economic opportunities, political situations, cultural traditions, community issues, and social conditions. Explore and analyze the unique diasporic journey of each APIDA ethnic and racial group by examining the push and pull factors that shaped their distinct experience in the U.S. For example, students will read and write about the first wave of Chinese immigration and how the Opium Wars were significant push factors that led to labor migration to the U.S.
4. Describe and evaluate how individuals in the APIDA communities have created fine and performing arts, linguistic expression, philosophical reasoning, analytical or creative writing. The artwork examined in this class will highlight the individual frustrations and silenced voices of immigrants who came to and grew up in the U.S. For example, this course will analyze the poetry carved into the walls of Angel Island by Chinese immigrants and discuss how these poems offer insights into the silenced voices of immigrants detained there.
5. Examine the influence of inclusion and participation of various APIDA communities in civic duties and responsibilities based on historical and political precedent. Readings will include the history of the Asian American Movement and the origins of the term 'Asian American'. Discussions and written assignments will explore how the Asian American movement has contributed significantly to the fields of Ethnic Studies, Asian American studies, and Pacific Islander studies.
6. Investigate the intersections of race, class, ethnicity, gender, sexuality, and sexual orientation within the Asian American, Pacific Islander, and Desi experience in the United States. Additional factors will include an analysis of the interethnic relations between the APIDA communities, the European Americans, African Americans, Native Americans, and Chicanas/os/x Latinas/os/x in the United States. Examples include how the Desi American and Filipino American communities came into close contact with Mexican American communities and how these relations influenced shifts in interethnic relations and society at large.
7. Analyze, define, and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Asian Pacific Island and Desi American Studies. This analysis will identify and examine the power imbalances that APIDA communities have experienced and continue to encounter. For example, readings and written assignments will discuss the U.S. military's role in Guam and explore the meaning of true sovereignty.
8. Apply theory and knowledge produced by APIDA communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation. For example, students in this course will examine APIDA scholars who have developed and expanded racial formation theories, providing an added emphasis on the institutions that continue to maintain racial projects in the U.S.

	9. Explain and evaluate how struggle, resistance, racial and social justice, solidarity, and liberation—experienced, enacted, and studied by APIDA communities—add to discussions on immigration, international and transnational politics, reparations, settler colonialism, and multiculturalism as it relates to communal and national identity. For example, students will read about and analyze the first Koreatown, Pachappa Camp, and explore how the fight to liberate from Japanese imperialism and the U.S.'s transnational politics played a crucial role in the immigration story of the first Korean immigrants, shaping modern understandings of national identity for both Koreans and Korean Americans. 10. Weigh the similarities and differences between individual APIDA communities. This framework will examine how systemic race-specific inequalities have influenced and impacted the APIDA communities in various ways. For example, students will read and write about how the Anti-Japanese campaigns during WWII affected non-Japanese Asian Americans as well, causing divisions within the communities, and providing an analysis of the complexities of interethnic similarities and differences. 11. Compare, contrast, and assess how the artistic and cultural representations in the popular press and media influence the relations between ethnic and racial groups in the U.S. For example, conducting reviews of magazine articles during and after WWII on Japanese Americans will inform students on how the media informs stereotypes, such as the model minority myth, and how these stereotypes are viewed as problematic within and outside of the APIDA community. 12. Apply local APIDA history to community engagement projects that tie together the past and present. For example, students will explore and research local communities to examine how these communities continue to advance social issues affecting the APIDA community. Exercises can include, but are not limited to, visiting local museums, inviting a guest speaker to the class, visiting a local community center, or exploring a digital exhibit online.
Major Topics:	I. Orientalism, Racial Formation, and the Sociohistorical Landscape of the APIDA Emigration/Immigration, and the Pre-exclusion Years (3 hours, lecture) A. Chinese Emigration/Immigration B. Japanese Emigration/Immigration C. Korean Emigration/Immigration D. Filipino Emigration/Immigration E. South Asian Indian Emigration/Immigration F. Analyze Race as a Social Construct through Racial Formation G. Southeast Asian Refugees, Laotian and Hmong Emigration/Immigration II. Labor, Politics, Economics, and Historical Amnesia (3 hours, lecture) A. A comparative lens and shift in the US's economic needs

- B. The "Coolie Trade" and its Relation to and Slavery
- C. Social Intimacies between the APIDA communities
- D. Efforts to Assimilate and Proximities to Whiteness

III. The "Yellow-Peril" Discourse and Anti-Asian Hate (3 hours, lecture)

- A. Understanding Yellow-Peril
- B. Yellow-Face
- C. The Fetishization of Asian Women in Media
- D. Anti-Asian Movements, Theoretical Analysis of California's Alien Land Laws and Chinese Exclusion

IV. The Crucible of WWII (3 hours, lecture)

- A. A divide in the communities
- B. Case Studies Include but are not limited to Japanese American Incarceration, Ralph Lazo, the War Relocation Authority
- C. Highlighting the reactionary nature of WWII and a comparative analysis of how groups reacted to the incarceration of Japanese Americans during WWII

V. The Cold War and the Development of the Model Minority Discourse (3 hours, lecture)

- A. The Good Minority versus the Bad Minority
- B. The 1965 Immigration policy and its complexities
- C. A critical analysis of Racial Triangulation Theory

VI. The Asian American Movement and the Third World Liberation Front (3 hours, lecture)

- A. The birth of Asian American Studies and Ethnic Studies
- B. The Yellow Power Movement and the beginning of Asian America
- C. The Fall of the International Hotel and Social Solidarity Movements for APIDA Advocacy

VII. The Vietnam War and the Asian American Movement (3 hours, lecture)

- A. Asian brothers and sisters in Vietnam

B. The Asian American Movement and the Third World Liberation Front

C. The History of APIDA Studies and Ethnic Studies

VIII. The Vietnamese Immigration (3 hours, lecture)

A. A new wave of immigration

B. Vietnamese and Southeast Asian Communities

C. The complexities of the APIDA monolith

IX. The Pacific Islands and Voices of the PI communities (3 hours, lecture)

A. Understanding the indigeneity and settler colonialism through the PI lens.

B. The U.S. military's involvement in the Pacific

X. Native Hawaiian Experiences (3 hours, lecture)

A. American Colonization of the island of Hawai'i

B. A shift from a monarchy to a U.S. state and its impact on the Indigenous populations

C. Analyze the demographic makeup in Hawai'i

D. Media analysis of the Islands, through Orientalism

XI. The Chamorro Experiences (3 hours, lecture)

A. A product of the Military Industrial Complex

B. Anti-colonial analysis of the Federal government and Guam

XII. The Samoan Experiences (3 hours, lecture)

A. America's military presence

B. Stereotypes and Anti-colonial Analysis of the Samoan People

XIII. The Tongan Experiences (3 hours, lecture)

A. The stereotypes and colonial history of the region

B. The pursuit of education and employment through sports.

XIV. The Complexities of APIDA Identity and Heritage (3 hours, lecture)

A. Similarities and Differences

	B. The issue of social class and race C. Identity development XV. APIDA Identity: Intersections of Being Mixed Race (3 hours, lecture) A. Mixed race identities in the U.S. B. Discussions on the meaning of assimilation, white- XVI. APIDA and Adoptee Experiences (3 hours, lecture) A. Unpacking the complexities of war and camp towns B. Unraveling one's racial identity when adopted by their non-APIDA parents C. Critical analysis on what it means to be Asian American XVII. Sociohistorical analysis of APIDA Sexuality, Mental Health, and the Model Minority Myth (3 hours, lecture) A. Analyze the underreporting of mental health in APIDA communities B. Intersections of how the model minority impacts the APIDA youth and adolescents XVIII. Anti-Asian Hate and the COVID-19 Pandemic (3 hours, lecture) A. A critical analysis on the history of anti-Asian hate as it relates to today. B. The lingering disease of individual and systemic racism: COVID-19 Pandemic's effect on the APIDA Community
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	The topic of your final paper should focus on a significant theme, event, group, individual, or community related to the Asian Pacific Island and Desi American (APIDA) studies. It must emphasize the historical experiences of APIDA communities, incorporating the topics below into a core ethnic studies theory and concept we explored in class, while relating it to an event, group, or individual community member that

highlights the concerns of APIDA communities today. There will be an assignment that will require you to propose/discuss the project topic with me.

Here are some examples of the historical experiences of the APIDA communities we discussed:

Chinese Americans, Japanese Americans, Korean Americans, Native Hawaiians, Filipino Americans, Desi Americans, Native Samoans, Native Chamorros

(If the group you want to write about is not listed, please let me know and we can determine if the group is pertinent to this assignment.)

You must include one of the readings from the course and how it relates to one of the theories discussed in class. Please review the theories we discussed during weeks 1 and 8. You must also include and apply a specific example from the course that relates to the community you plan on discussing.

You must also include one of the following terms we have discussed in this class:

You must include an analysis of one of these terms in your final paper.

Anti-Asian Policies, Institutional Racism, Orientalism, Model Minority Myth, Imperialism, Intersectionality, Immigration Policies, Racial Formation, Yellow Face, Yellow Peril

Please use four academic sources.

The textbook is required and will count as one of the four sources.

Other acceptable forms of resources are academic journal articles, books, and textbooks.

You can also use one media source of your choice, such as a magazine article or a film.

Format: Modern Language Association (MLA)

Page Requirements: 8-10 pages.

You must include in-text citations and a works cited page.

Examples of the assignment topics are provided here:

Reemerging Yellow Peril: How Anti-Chinese Hate History Resurfaced During the COVID-19 Pandemic and the Chinese American Communities That Resisted It.

The Filipino American Experience: Analyzing Institutional Racism Experienced by Carlos Bulosan and the Modern Immigrant Experience of Filipino Communities.

A Case Study of the Japanese American National Museum: Exploring the Japanese American Incarceration and Intersectionality.

	Orientalism and Native Hawaiian Sovereignty: A Comparative Analysis of the Tourism Industry and Its Impact on the Native Hawaiian Community. Immigration Policies and Civic Duties: A Comparative Study of America's First Koreatown, Pachappa Camp, and Los Angeles' Koreatown.
Critical Thinking Assignment 1:	In your own words and using examples from our readings and lectures, describe the differences between Orientalism and Occidentalism. Compare and contrast how these two theories are similar and how these two terms are different. Please be sure to use specific examples we discussed in lecture and in our readings. To earn full credit, you will need to cite specific examples from the textbook or discussions we have had in class. Examples that you can think about including are how Orientalism and Native Hawaiian Sovereignty impact and influence the tourism industry and Native Hawaiian Communities. Another example is our discussion on media and Asian American representation. How are Orientalism and Occidentalism present in media that is represented in the West and the East through the fetishization of Asian women? Please apply in-text quotes and citations from both Edward Said's Orientalism and incorporate Shelley Lee's unique analysis of American Orientalism into the discussion. Please type this assignment out using proper MLA citation practices. This assignment requires a minimum of 5-6 pages.
Critical Thinking Assignment 2:	When discussing Omi and Winant's racial formations theory and specifically their analysis of racial projects, there are many examples that we have covered during the first half of the term. You will be able to incorporate your community engagement project into your analysis. Please answer the following questions and apply the racial projects as we discussed in class. You also incorporate your community engagement project, which you wrote about in the middle of the semester, into your analysis and discuss how a racial project is a part of it. For example, suppose you visited the Japanese American National Museum (JANM). In that case, you can include conversations you had with the docents or exhibits to be included in your analysis of the material for this assignment. What would be an example of a racial project that is on display at the JANM? How does the JANM include a critical analysis of racial projects in the U.S.?

	1) Compare and contrast two specific examples of how racial projects were implemented against the APIDA communities. Hint: For example, please discuss how the Chinese Exclusion Act of 1882 is an example of a Racial Project by applying Omi and Winant's Racial Formations theory we discussed this term. You can apply other examples, such as the Japanese American Incarceration during WWII, as another example, too, but make sure to use the racial projects that Omi and Winant discussed in your critical analysis. 2) Analyze how the APIDA communities respond to these racial projects. 3) Evaluate why it is vital to incorporate an analysis of racial projects that impacted the APIDA communities negatively. Each question should be answered within a minimum of 1-2 pages, a total of 5-6 pages. Include in-text citations and a separate works cited page in MLA format.
Other Evaluation Methods:	Class Performance, Essay Exams, Presentation, Written Homework
Instructional Methods:	Demonstration, Discussion, Field trips, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Lee, Shelley, <i>A New History of Asian America</i>, 1st ed., Routledge, 2014. (Discipline Standard) Zhou, Min., and Anthony Ocampo (eds), <i>Contemporary Asian America</i>, 3rd ed., NYU Press, 2016. (Discipline Standard)
Alternative Texts:	Vakalahi, Halaevalu F., and Meripa Taiai Godinet, <i>Transnational Pacific Islander Americans and Social Work: Dancing to the Beat of a Different Drum</i>, NASW Press, 2014. (Discipline Standard) Yoo, David K., and Eiichiro Azuma (eds), <i>The Oxford Handbook of Asian American History</i>, Oxford Handbooks, 2020. (Discipline Standard) Lee, Erika, <i>Making of Asian America: A History</i>, 2016. (Discipline Standard) Takaki, Ronald, <i>Strangers from a Different Shore</i>, 1989. (Discipline Standard)
Required Supplementary Readings:	N/A
Other Required Materials:	N/A

Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	This course involves reading college level textbooks, developing projects/reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Takahito Tanaka
Date:	09/27/2023
Original Board Approval Date:	03/21/2024
Last Reviewed and/or Revised by:	Takahito Tanaka
Date:	09/16/2026
Last Board Approval Date:	12/16/2025

