

University of Pennsylvania
ASAM 205.601 / URBS 207.601
Asian American Community Fieldwork
Fall Semester, 2003

Instructor: Ajay T. Nair, Ph.D.
Office: 3601 Locust Walk, Pan-Asian American Community House (PAACH)
Phone: 215-746-6046
E-mail: atnair@pobox.upenn.edu
Office Hours: Fridays 2-3pm or by appointment
Class Website:
https://courseweb.library.upenn.edu/bin/common/course.pl?course_id= 6318_1&

Course Description:

Overview

This course is apportioned into two units. In the first unit, students will explore the social phenomena that have impacted Asian Americans in education. Students will employ critical skills in analyzing and questioning ideas about race, class, gender, family, and language barriers. In the second unit, students will examine the impact of technology on institutions and practices of education.

Students will enhance their understanding of the course content by actively participating in community fieldwork that will challenge personal assumptions and biases. The community fieldwork component of the course will enhance leadership skills for participants. The course will culminate in the creation of education-related change projects by class participants.

Partnership with the Community

This course is a result of a partnership between Penn's Asian American Studies Program, Penn's Pan-Asian American Community House, Penn Engineering, the Chinese Christian Church and Center in Chinatown, and the School District of Philadelphia. ASAM 205/URBS 207 enrolls approximately ten Penn students and ten high school students. High school students are rising juniors and seniors in Philadelphia high schools and apply for enrollment in the course through Penn's Young Scholars Program. In addition to earning college course credit, high school students earn elective high school credits and fulfill their senior project requirement. High school students' primary reasons for enrolling in ASAM 205 have included: the opportunity to learn subject matter that is absent from their high school curriculum; the opportunity to earn dual high school and college credit; the opportunity to experience a college course; and the chance to demonstrate their ability to do college level work.

Fieldwork

The fieldwork is designed to foster a greater understanding of course content and an enhanced sense of civic responsibility. Participants will be placed in a community service group according to their personal interests.

Back to the Basics (Group 1)

Penn students and high school students will jointly participate in fieldwork outside the classroom and use course-related information to reflect on that experience. Students will have the opportunity to observe phenomena and lead experiential learning exercises in the Alexander Wilson Elementary School, South Philadelphia High School, and other settings that enhance their understanding of the research and theory-based instruction. Most important to the course, however, is the sharing of experiences and information that allows for the development of alternative perspectives, making sense of new material, and developing educational innovations to create change in the community. In essence, through this course, students are enabled to analyze the educational process and develop specific initiatives to improve the educational experience of Asian American students in Philadelphia.

Asian American Community Development and Technology (Group 2)

Overview

Penn's Pan-Asian American Community House in collaboration with Penn Engineering is working to establish computer lab facilities in South Philadelphia High School, Franklin Learning Center High School, and the Chinese Christian Church and Center in Chinatown. Students participating in the Asian American Community Development and Technology project of ASAM 205 will serve as mentors to participating high school students from South Philadelphia High School, Franklin Learning Center High School, and Chinese Christian Church and Center. The aforementioned sites will serve as the hub of interaction between the high school students and Penn students.

Penn students from CommuniTech, a Penn organization that is an arm of the School of Engineering and Applied Science, will work with high school students to make the computer labs functional. Once the computer labs are functional, students enrolled in ASAM 205 and high school students will develop a technology based change project that will address the "great divide" in computer and internet access in various Asian American community groups with particular emphasis on Asian American communities in Philadelphia.

Project Information

Chinese Christian Church and Center

225 N. 10th St.

Project Title: Asian American Health Literacy Project

Project Lead: Dr. Phillip Siu, Director of the Chinese Health Information Center (CHIC) at Thomas Jefferson University Hospital

According to the Asian Liver Center, as many as one in ten Asian Americans and Pacific Islanders have chronic hepatitis B. Students participating in this project will

promote a public education campaign focusing on hepatitis B and its impact on Asian American and Pacific Islanders. Students will develop resources for the campaign such as a web site, print materials, and print advertisements for community members.

Franklin Learning Center High School/Bartram Motivation

15th and Mt. Vernon Sts/78th and Buist

Project Title: Asian American Mental Health Project

Project Lead: Dr. Herbert Horikawa, Bilingual Counselor/Psychologist, School District of Philadelphia

In the spring of 2003, students enrolled in ASAM 205/URBS 207 identified and explored the problem area of Asian American students' mental health issues and then evaluated the performance of the School District of Philadelphia in addressing students' needs. They found that students in the School District of Philadelphia suffer from serious psychological and emotional concerns which are not being adequately addressed. They proposed the creation of a website to provide resources about counseling services at local schools and mental health information relevant to Asian Americans. Students participating in this project will continue the work of these students by developing resources such as a web site, print materials, and print advertisements for high school students.

South Philadelphia High School

Broad Street and Snyder Ave.

Project Title: Asian American Language and Culture Project

Project Lead: Mr. Ron Dempsey

Immigrants comprise more than half of the APA community. While most Asian Americans are fluent in English, a large number of Asian American community members have limited English proficiency. Students participating in this project will work with high school students to develop a state of the art bilingual Chinese/English computer class in South Philadelphia High School.

Course Format

Lecture:

Dates: Monday, 9/8, 9/15, 9/29, 10/20, 11/3, 11/10, 11/17, 12/1, 12/8

Meeting Time: 5:30-8:40pm

Location: ARCH Building, Fireside Lounge

Field Experience:

Dates: Monday, 9/22, 9/29, 10/27, 11/10*, 11/24

Meeting Time: TBA (based on schedules of participants)

Location: TBA

*bilingual education class observation

Course Objectives:

The course objectives are designed so that you will:

1. Gain knowledge and an understanding of the Asian American Experience.
2. Demonstrate skills in challenging assumptions and prejudices on social, political, and racial issues.
3. Strengthen and assess self-awareness and personal skills related to service and leadership.
4. Develop an appreciation of social and civic responsibility.

Course Materials:

Required Text (available at the Penn Bookstore)

1. Nakanishi, D.T. & Nishida, T.Y. The Asian American Educational Experience: A Source Book for Teachers and Students. New York: Routledge, 1995.

Primary Readings (available on the class website):

1. Ancheta, Angelo N. Race, Rights, and the Asian American Experience. New Brunswick, N.J.: Rutgers University Press, 2000.
2. Woo, Deborah: Glass Ceilings and Asian American: The New Face of Workplace Barriers. Walnut Creek: AltaMira Press, 2000.
3. Wu, Frank. Yellow. New York: Basic Books, 2002.

Course Policies and Requirements:

1. **Attendance, Participation, and Preparation:**

You are awarded no points for **attendance**; however, points will be subtracted from your grade for your absences. After one absence, 5 points will be deducted from your overall grade for each additional class missed.

The success of this course depends in part on the **INTERACTIONS** among all of us. The course will incorporate cooperative learning and active learning strategies. You are expected to listen actively, think critically, and clearly voice your ideas.

We may be discussing some sensitive issues and although you may not always agree, it is expected that you treat each other's viewpoints with respect, ask questions with the goal of understanding the other's position, and permit yourself to consider other ways of approaching the topic at hand.

We expect to see you on time, **prepared** (that means having read class assignments, having assignments completed, having a pen or pencil and some paper) and ready to actively participate. Active participation means

interacting in class, taking part in in-class assignments, discussions, and other activities, and completing assignments. If you are sick or have a personal emergency, please let the instructor know by email.

To end each class session, students will write a short paragraph reflecting on the events of the class period. Students will be invited to share their thoughts with the class.

2. Code of Academic Integrity

I trust every student in this course to fully comply with all of the provisions of Penn's Code of Academic Integrity.

<http://www.upenn.edu/osl/acadint.html>

3. Accommodation Procedure

<http://www.upenn.edu/osl/disabil.html>

4. Assignments:

Assignments are eligible to receive full credit only if submitted at the *beginning of class* on the day it is due. Late assignments will not be accepted. *All assignments must be submitted on-line via the digital dropbox.*

- A. Bi-Weekly reflection/response papers = 32%**
- B. Change Project = 40%**
- C. On-Line Quiz = 10%**
- D. Class Participation = 18%**

A. Bi-Weekly reflection/response papers: One-two pages typed, double spaced with one-inch margins. These papers should be a summary of the reading, event, meeting, a reflection on the events, the values displayed and discussion of how those values compare/contrast to your own. When appropriate, the 5 W's and 1H should be addressed in the paper (who, what, where, when, why, and how).

-Assignments are eligible to receive full credit only if submitted via the digital dropbox at the *beginning of class* on the day it is due. All assignments should show the following heading on the top of the page: Name, Date, and Title of Assignment

-The instructor will provide specific questions for students to address for each reflection paper. Please see the class web site for details.

B. Change Project (Group Project):

Chapter 1 Due 10/6/03

Final Change Project Due 12/8/03

1. Objective
2. Change Project Grading
3. Change Project Format

1. Objective:

- To further the students' analytical skills and their abilities in oral and written communication.
- To identify strengths and weaknesses of the educational system as it relates to Asian Americans.
- To further the students' understanding of the social phenomena that have framed the lives of Asian Americans.
- To develop an appreciation for social and civic responsibility.

In addition to the written project, students must submit a multimedia-based presentation that compliments the written project. For the purposes of this course, multimedia is broadly defined to include computer-based projects (power-point, websites, CD-Roms), real-time (theater or performance), or video (films and animation).

2. Change Project Grading

Chapter 1: (5 points)

Chapter 2: (10 points)

Chapter 3: (10 points)

Chapter 4: (5 points)

Chapter 5: (5 points)

Chapter 6: (5 points)

3. Change Project Format

“Effective change presupposes a systematic method which begins with observation and data gathering, evolves a plan based on the data, executes the plan, and then evaluates it to determine the effectiveness of both the plan and the execution” (DeHann, Krupp, Ishtai-Zee, 1997, p.1). **Citations must be in APA format.**

Chapter 1

Introduction/Problem Statement (1-2 pgs):

-Definition of the Problem Area

-Identify the Target Audience

-Discuss the evolution of the idea and how people react to it

-Introduce your change project and how you plan to execute the project

Chapter 2

Literature Review (5-7 pgs): Review of literature for general trends as related to the topic area of your identified problem. If there were a number of possible solutions to the problem, then there should be a discussion of the possible alternatives and of why the chosen one was selected.

A. Review of literature for general trends as related to the topic area of your identified problem.

- How the literature relates to the specific problem area
- Definition of the problem
- How others have conceptualized the problem area

- Strategies (models) others have developed to address the problem area
- Current state of the art proposals and solutions

Chapter 3

Part 1: Needs Assessment (1-2 pgs)

Part 2: Change Project Proposal (4-5 pgs)

Needs Assessment

- How do you plan to conduct the needs assessment?
- How will each member of your team be involved?
- Discuss current situation
- Identify Priorities and Importance
- Identify Causes of Performance Problems and/or Opportunities
- Identify Possible Solutions and Growth Opportunities

Change Project Proposal

- Description of Change Project: The 5 W's and 1H should be addressed in the paper (who, what, where, when, why, and how).

Chapter 4

Evaluation (2-3 pgs)

- What learning will be accomplished for the target audience?
- What changes in behavior and performance are expected for the target audience?
- How will you determine if you met the stated objectives in your change project? (i.e. survey, focus groups, etc.)

Chapter 5

Multimedia (1 pg)

- What method did you use to present your Change Project?
- Why did you select this method?
- Include a brief description and/or the actual presentation in this section.

Chapter 6

Reflection/Group and Self Assessment (1-2 pgs):

Each group member should include a group and self-assessment of the contribution made to the change project (To be completed and submitted via the digital dropbox). Questions to be answered can be found on the website under materials.

C. On-Line Quizzes

On-line quizzes are based on reading and lecture notes. Lecture notes and selected readings are available on the class web site.

On-Line Quizzes are due *before 5pm* on the following dates:
9/29, 10/6, 10/20, 11/3, 11/10, 11/17, 12/1, 12/8

D. Class Participation Grading

Class Presentation (9 points)

Five groups of 3-5 students in each group will be required to make a brief oral presentation of required readings, and hand in a typed written summary of the readings. Presentation dates correspond to the dates the readings are assigned in the syllabus. The presentation and written summary of the readings will count for **9%** of your grade.

Your article presentation should include the following:

- A summary of the main points of the reading.
- A teaching aid that illustrates the main points in the article (i.e. handout, overhead transparency, powerpoint, etc.)
- The summary must be typed, double-spaced, with 1" margins. It is due the day of the oral presentation and must be submitted electronically via the digital dropbox.
- Presentation of the assigned readings should last no more than 30 minutes. Following your presentation there will be approximately 30 minutes left for open class discussion of the readings.

Class Participation (9 points)

The class participation grade will be made up of the following components.

- Attendance: Students are expected to attend all scheduled classes.
- Participation: Subjective evaluation of students' participation in class discussions.

Evaluation:

- 99-100 : A+
- 93-98 : A
- 90-92 : A-
- 88-89 : B+
- 83-87 : B
- 80-82 : B-
- 78-79 : C+
- 73-77 : C
- 70-72 : C-
- 68-69 : D+
- 63-67 : D
- 60-62 : D-

Assignment	Total Possible Points	My Score
Change Project	40 points	
8 weekly reflection/response papers	32 points/ 4 points per paper	
Class Participation	18 Points	
8 on-line quizzes	10 Points	

9/8	<p>Course Orientation</p> <p>Objective: To welcome participants into the program. To give participants a chance to get to know one another, to discuss the philosophy of the program with them, to set some goals and expectations, to begin discussion about some general topics, like stereotypes.</p> <p>Project Leaders: Dr. Herbert Horikawa, School District of Philadelphia Ms. Paayal Nair, Alexander Wilson Elementary School Dr. Phillip Siu, Chinese Health Information Center Mr. Ron Dempsey, South Philadelphia High School</p> <p>Class Meeting: ARCH Building, Fireside Lounge</p>
9/15	<ul style="list-style-type: none"> • Definitions: What is Asian American? • What is Technology? • Digital Divide <p>[required]</p> <p>Ancheta, pgs. 42-44, 127-134</p> <p>Reflection Paper #1</p>

<p>Week of 9/22</p>	<p>Fieldwork/Orientation Objective: To help students to begin to direct their energy towards the community. This session will instill a sense of ethical responsibility into their work and interaction with the world.</p> <p>Group 1: Alexander Wilson Elementary School Group 2: FLC, South Philly High, Chinese Christian Church and Center</p>
<p>Week of 9/29</p>	<p>Fieldwork</p> <p>Group 1: Alexander Wilson Elementary School/Lea School Group 2: FLC, South Philly High, Chinese Christian Church and Center</p> <p>[Must Complete On-Line Quiz #1] [Chapter 1 Due] Reflection Paper #2</p>
<p>10/6</p>	<ul style="list-style-type: none"> • Introduction to the Asian American Educational Experience • Video: “Face to Face” • Digital Divide (continued) <p>[required] Nakanishi and Nishida, pgs. xi-xix</p> <p>[Must Complete On-Line Quiz #2] [Group Presentation #1] Reflection Paper #3</p> <p>Class Meeting: ARCH Building, Fireside Lounge</p>
<p>10/20</p>	<ul style="list-style-type: none"> • Historical Perspectives on the Asian American Educational Experience • Learning, Technology, and Educational Transformation • Asian American Health Issues <p>[required] Nakanishi and Nishida, pgs. 3-29, 58-91</p> <p>REFLECTION PAPER #4 [On-Line Quiz #3] [Group Presentation #2]</p> <p>Class Meeting: ARCH Building, Fireside Lounge</p>

<p>Week of 10/27</p>	<p>Fieldwork Group 1: Alexander Wilson Elementary School/Lea School Group 2: FLC, South Philly High, Chinese Christian Church and Center</p>
<p>11/3</p>	<ul style="list-style-type: none"> • Model Minority and Glass Ceilings • Simulation Exercise: Star Power • Technology & Culture <p>[required] Woo, p.23-41</p> <p>[Supplemental] Frank Wu, pgs. 39-79</p> <p>[On-Line Quiz #4] [Group Presentation #3] Reflection Paper #5</p> <p>Class Meeting: ARCH Building, Fireside Lounge</p>
<p>Week of 11/10</p>	<p>Bilingual Education observation, South Philadelphia High School</p> <p>[required]</p> <p>Group Presentation #4</p> <p>[On-Line Quiz #5]</p>
<p>11/17</p>	<ul style="list-style-type: none"> • Secondary and Elementary Educational Issues Facing Asian Americans Guest Speaker: Debbie Wei, School District of Philadelphia Video: My Brown Eyes • Technology and Urban Life <p>[required] Nakanishi and Nishida, pgs. 167-235 http://www.boggscenter.org/omatsu.htm http://www.kuidaosumi.com/TOWriting/amerasia-teaching.html</p> <p>[Supplement] Nakanishi and Nishida, pgs. 95-146 REFLECTION PAPER #6</p>

	[Must Complete On-Line Quiz #6]
Week of 11/24	Fieldwork Class Meeting: ARCH Building, Fireside Lounge Group 1: Alexander Wilson Elementary School/Lea School Group 2: FLC, South Philly High, Chinese Christian Church and Center REFLECTION PAPER #7
12/1	Issues Facing Asian Americans in Higher Education/Pacific Islander Americans in Education <ul style="list-style-type: none"> • Affirmative Action • Model Minority Debate [required] Nakanishi and Nishida, pgs. 249-303 Group Presentation #5 [On-Line Quiz #7] REFLECTION PAPER #8
12/8	Objective: Students will present their change projects to the class. [FINAL On-Line Quiz] [Change Project Presentations] [Change Project Due, submit via digital dropbox] Class Meeting: ARCH Building, Fireside Lounge