Cluster cover letter for AP 2014-15: *Got Rice? The American Dream and Asian Pacific Islander American Realities*

We can provide a report of our 2013-14 cluster thus far which includes Colleen Fong having taught two sections of Intro to Asian American Studies (ES 2500) Fall 2013 and Sartaz Aziz having taught three sections of “Patterns of Immigration and Migration in U.S. Literature,” (ENGL 2600). Professor Fajilan has just started teaching her Theater course, “Asian Thought in Theater” (THEA 2211), this week (Spring 2014).

In an attempt to provide continuity for the students and enhance the interdisciplinarity of all three courses in this cluster, the three faculty selected a few common readings and all introduced themselves to the students in fall quarter and made presentations in their areas of expertise. Professor Fong used Jhumpa Lahiri’s Pulitzer Prize winner short story collection, *Interpreter of Maladies* in her fall course as a way to integrate literature and prepare the students for a smooth transition into Professor Aziz’s English course in Winter term. She also had Professor Aziz provide a guest lecture on APIA literature and one of Lahiri’s stories in the second week of the course. During this session Professor Aziz also provided an introduction of herself as an immigrant from Bangladesh, which is the topic of one of Lahiri’s stories. Professor Aziz used some of Lahiri’s stories as readings in her Winter term course. Professor Aziz also went on the class field trip to the Fremont Gurdwara which gave students the opportunity to see and interact with her again prior to enrolling in her Winter term course.

Professor Fong integrated a reading on APIA stereotypes in Hollywood that Professor Fajilan recommended and had her provide a guest lecture on popular images and stereotypes. Professor Fajilan also came into Professor Fong’s course in the second week of class to introduce herself, her discipline, and her spring quarter Theater course. Professors Aziz and Fong are planning to accompany Professor Fajilan’s field trip to the American Conservatory Theater in Spring quarter 2014 which will give them the opportunity to meet with the students again.

After considerable thought, Professors Fong, Aziz and Fajilan have decided to offer each of their courses concurrently for Fall, Winter, and Spring in the 2014-15 academic year because this will enable them to collaborate most effectively by holding three-cluster sessions on occasion and perhaps integrate at least one field trip or community-based assignment each quarter. The three faculty are planning to work together this summer to design their integrative curricula and syllabi.
Proposal

*Got Rice? The American Dream & Asian Pacific Islander American Realities*

(please keep answers to the following questions to a maximum of 5 pages. Include signature page, course syllabi/ outlines, and GE course application forms in addition to the five pages for these questions)

1. What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population?\(^1\) To the University’s mission?

Our cluster, titled, “Got Rice? The American Dream & Asian Pacific Islander American Realities” will survey the hopes and experiences of Asian Pacific Islander Americans (APIAs) from various prisms including sociology, Asian American Studies, literature and theater. It will examine the challenges Asian Pacific Islander Americans confront leaving homelands in Asia and the Pacific Islands to migrate to the U.S./mainland, it will also explore the experiences of APIAs who were born in the U.S. and examine the reality of their lives in the U.S. In our three courses, students will learn about the socio-economic, cultural/ethnic, and literary diversity among APIAs, and their unique contributions to the United States, and as part of global diasporas and social networks. Students will also examine their own pathways to CSUEB and how this impacts who they are and their multiple identities. The freshmen population at CSUEB is extremely diverse. A majority is first generation in their families to attend college; this is particularly true for APIAs as nearly 70% of the APIA population is foreign born. Students will also learn about the creative process in theater and the study of significant works in APIA literature.

This cluster is in alignment with:

The University Mission which: “welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences.”

**Shared Strategic Commitment #2:**

*Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development* and

**Institutional Learning Outcome #3:**

Graduates will “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities”

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\(^1\) Average age 18; our most highly diverse class of students; mostly urban, approximately 25% of whom are not native English speakers, and more than 60% of whom take developmental math and/or composition their first year.
2. List the three courses (prefix, number, title, units)²
   ES 2500 - Introduction to Asian American Studies (4 units)
   ENGL 2600 – Patterns of Immigration and Migration in U.S. Literature (4 units)
   THEA 2211 - Asian Thought in Theatre (4 units)

Each course will be taught concurrently once per quarter (with an enrollment of 30 students per course) enhancing the three professors’ ability to collaborate for at least one all-cluster combined class meeting (pending classroom availability), field trip or public performance each quarter.

3. Explain how the theme will be used to integrate course content in each course.
   (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.)

Designed to satisfy the lower-division general education basic requirement in social sciences (D1-2) and in humanities (C2, Letters), this three-course cluster will explore the sociological, historical, theatrical, and literary contributions of APIAs and how they have impacted their communities and the social landscape of the United States. The cluster will pay close attention to the relationship between theories about immigrant life and culture and social policies. It will expose students to how APIAs have been researched in the social sciences and humanities. The cluster will provide students with concrete learning experiences by focusing on the richness and variety of APIA histories and contemporary experiences

Professor Fong’s course will introduce students to the various APIA ethnic groups through Census data, entry and resettlement experiences and historical and contemporary issues such as stereotypes vs. self-expression, English language fluency, and cultural practices. Students will be taught to analyze APIA experiences through sociological theories of race relations and in doing so learn to apply concepts such as acculturation, racial formation, 1.5 generation. In addition to social science materials, Professor Fong will integrate literary works and performance pieces that will lend themselves to Professors Aziz’s and Fajilan’s courses.

Professor Aziz’s course will examine Asian Pacific Islander Americans’ writing against the backdrop of shifting immigration and foreign policies and the history and

² Courses may be new (in which case new course requests must be completed and approved by the college) or may be revised existing courses. Course content and assignments must be appropriate for freshman: either 1000 level or introductory 2000 level courses. Faculty must recognize that many students will be completing remedial work in composition and/or math.
demographics of changing immigration patterns. It will examine the writers’ use of different literary forms to accommodate new and hybrid experience. Students will study the development of attitudes and identities in contemporary APIA literature, the role of the writer in a minority culture, and the relationship of literature to self and society.

This course aims to develop students’ knowledge and understanding of a range of APIA literature in its historical and cultural contexts. It also aims to improve students’ critical reading, writing, and thinking skills essential for success in all college courses.

Professor Fajilan’s course will explore APIA issues through dramatic literature, pop culture and spoken word. The students will be required to research, discuss, analyze, experiment, rehearse, memorize and perform works from APIA playwrights and spoken word artists.

All three professors will incorporate texts one another’s disciplines and strive each quarter to hold at least one all-cluster combined class meeting, field trip or public performance. The faculty will also integrate community organizations such as the Chinese Historical Society of America, Filipino American National Historical Society, and the Fremont Gurdwara (Sikh Temple) and campus events such as Filipino Culture Night, Asian Pacific Heritage Month and other ASI-funded programs into their teaching.

4. Explain how each course in the proposed learning community will support student learning of each of the lower division general education area learning outcomes and General Education requirements (passed by Academic Senate February 17, 2004). Please use the GE course application forms to address this question. (If the course has already been approved for GE credit, and the current application form was used, please attach a copy. If the course has not yet been approved for GE credit, the use of the application form will permit review for GE credit, even if the cluster application is not selected. [http://www.csuhayward.edu/ge/subcomitte/ge/learningoutcomes.htm].

Professor Fong’s course will support student learning in area D, social sciences; Professor Fajilan and Professor Aziz’s course will support student learning in area C2, humanities.

For Professor Fong’s Ethnic Studies course the attached syllabus indicates students will demonstrate their knowledge through exams, papers, class discussions, and oral presentations. It includes sociological theories of race relations and concepts such as colonization, racial formation and acculturation. Students will be exposed to a variety of methods of inquiry including using Census data, constructing a table comparing the entry, occupations, rituals, etc. of APIA groups, and conducting oral histories for their PowerPoint Presentations as well as reading oral histories on the Angel Island Immigration Foundation website. Students will examine the diversity
among the various APIA groups. Through classmates’ presentations and readings on immigration/colonization students will be exposed to the political and economic institutions of countries other than the U.S. and an understanding of the broad range of human behaviors. For example, one of the required readings, a short story by Jhumpa Lahiri, will expose students to the 1971 “birth” of Bangladesh from Pakistan. Finally, by covering Chinese Exclusion and Japanese American internment students will be able to describe the contrasting arguments about immigration during a 19th century economic depression and “national security” during WWII, respectively.

Professor Aziz’s course will meet the student learning outcomes (SLO) for a Letters course in the Humanities (Area C). Students will participate in small and large group discussions, and write informally in journals and formally in papers about how immigrant literature represents the myths and realities of the enduring American Dream (SLO 1). By comparing their work accomplished in Professor Fong’s oral history project and Professor Woo’s mental mapping project to the literature, students will develop critical skills for understanding the cultural and social contexts in which this literature is produced. (SLO 2). In class discussions and in their writing, students will use the tools of close reading and literary analysis to understand the role of character, setting, plot, theme, and narrative point of view in literature. (SLO 3). Throughout the class, students will analyze and articulate how these different works of literature represent the values and contributions that immigrants from diverse cultures bring to American society and its literature. (SLO 4).

Professor Fajilan’s course will meet the student learning outcomes (SLO) for a Letters course in the Humanities (Area C). Students will learn and incorporate basic theatre skills to perform monologues, auto-ethnography, and scene work. They will demonstrate fundamental critical thinking skills and information competency by researching, analyzing and organizing data from APIA theatre sources. They will demonstrate problem-solving skills with a theatrical lens as they learn how to translate the written word into a living stage performance. Students will participate in small and large groups through theatre games, group-oriented projects and cooperative learning techniques. They will also explore and rehearse dramatic works from APIA playwrights and spoken word artists. They will have a sense of personal and professional responsibility as they will be accountable to others through scene work, group presentations and collaborative brainstorming sessions. The students will develop critical and public speaking skills which will bring the two dimensional materials to life. As they rehearse and analyze dramatic text, the students will develop a toolkit which they can utilize as they ready themselves for their public final celebration for APIA Heritage Month.

5. Please note: for mixed area learning communities (a mix of science and/or humanities and/or social science), courses must meet learning outcomes in each area covered by the learning community. For example, a learning community with a course in humanities, one in social science, and one in science must demonstrate that
the learning outcomes in humanities, social science, and science are met by the relevant courses.

Please see #4 above for how the two humanities and one social science course comprising this cluster fulfill the learning outcomes in their respective areas: C and D.

6. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses. (For example, will there be common reading(s) in the three courses? Will there be common assignments, or assignments on which students work the entire year? Will students keep a cluster portfolio? Etc.)

Each course outline indicates how the theme will be used and how at least one all-cluster combined class meeting, field trip or public performance might be executed each quarter. This summer these three professors are committed to developing complementary assignments, common readings/films, and deciding on a trepan all-cluster event that speaks to both the social science and humanities aspects of this cluster.
1. What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population? To the University’s mission?

2. List the three courses (prefix, number, title, units)

3. Explain how the theme will be used to integrate course content in each course. If appropriate, please describe how students will be involved in researching the theme and when in the year that will happen. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.) A well thought out commitment to student research in the cluster will be a bonus for consideration.

4. Explain how each course in the proposed learning community will support student learning of each of the lower division general education area learning outcomes and General Education requirements (passed by Academic Senate February 17, 2004). Please use the GE course application forms to address this question. (If the course has already been approved for GE credit, and the current application form was used, please attach a copy. If the course has not yet been approved for GE credit, the use of the application form will permit review for GE credit, even if the cluster application is not selected. (http://www.csueastbay.edu/ge/subcommittee/ge/learningoutcomes.htm).

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6. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses. (For example, will there be common reading(s) in the three courses? Will there be common assignments, or assignments on which students work the entire year? Will students keep a cluster portfolio? Etc.)

Approved by Department Chairs:

[Signature]  [Email]

Date: 4/4/14

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7 Average age 18; our most highly diverse class of students; mostly urban, approximately 25% of whom are not native English speakers, and more than 60% of whom take developmental math and/or composition their first year.

8 Courses may be new (in which case new course requests must be completed and approved by the college) or may be revised existing courses. Course content and assignments must be appropriate for freshman: either 1000 level or introductory 2000 level courses. Cluster design must recognize that many students will be completing remedial work in composition and/or math.
Approved by College Dean/Associate Dean from each participating college

Signature

Date

Signature

Date

Signature

Date

Signatures of three faculty members: Ideally, the person who will teach the courses will participate in the cluster planning. However, recognizing the staffing difficulties departments face, the faculty member who plans the cluster must agree to provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor. If monies are available, faculty should be available for meetings in the late spring to plan integration points in the yearlong curriculum.

Signature

Date

Signature

Date

Signature

Date

Proposals should be submitted as soon as possible and no later than Friday, April 4, 2014. Please submit proposals to sally.murphy@csueastbay.edu and linda.beebe@csueastbay.edu.

\(^9\) While Colleges do not approve courses for GE, College approval assures support for departmental participation.
Hello Kim,
Use this email as an electronic signature of approval for this Proposal.

Cheers,

Enrique Salmon

On Thu, Apr 3, 2014 at 10:29 AM, Kim Geron <kim.geron@csueastbay.edu> wrote:

Hi I can use Enrique's email as his signature. I still need a cover letter Colleen on the update of our progress and either your syllabus from last fall quarter, then I walk it over to the Dean's office today.

From: Colleen Fong [mailto:colleen.fong@csueastbay.edu]
Sent: Thursday, April 03, 2014 9:08 AM
To: Enrique Salmon
Cc: Kim Geron; Sartaz Aziz; Ann Fajilian
Subject: Re: "APIA Experiences" Cluster Proposal

Enrique, So sorry to hear that you have been sick. I will leave this to Kim to follow up. Take care, Colleen

On Thursday, April 3, 2014, Enrique Salmon <enrique.salmon@csueastbay.edu> wrote:

Hello Colleen,

I have been very sick and laid up at home. Is there a way to get this signed electronically. Maria did this with some paperwork that Luz needed signing.

Enrique

On Wed, Apr 2, 2014 at 12:59 PM, Colleen Fong <colleen.fong@csueastbay.edu> wrote:

Dear Enrique, If you recall, you approved my schedule to teach ES 2500 one time every quarter for the 2014-15 academic year with the department paying for one section and the APIA Federal Grant of Kim's paying for the other two. Kim will need your signature approving the proposal which is due April 4th so please hit Reply
All when you respond about your times on campus between now and then so Kim can have you sign. Thanks, C.

Dear All, Please find attached my changes to the proposal Kim sent us; I also integrated Ann's changes but please look at them Ann. I have also attached my Syllabus for the application package -- I revised it to incorporate all the changes I made while teaching in Fall and Winter and noted places where the three of us teaching the cluster might be able to have a common teaching session or common field trip such as all going to the Fremont Gurdwara in Fall quarter so please also look at this too and make sure your syllabi align in some way.

I would be happy to meet this summer to prep for cluster coordination. If Sartaz and Ann are also willing, please indicate this in our submission, Kim.

Colleen

On Tue, Apr 1, 2014 at 1:58 PM, Kim Geron <kim.geron@csueastbay.edu> wrote:

Hi folks, the latest proposal for new clusters mentions two new things: there is prep. time for cluster coordination in the summer with some funding and there is a theme for cluster proposals, entitled, "Wicked Problems" please find my email that included the Call for new cluster proposal. Not sure we need to modify our proposal/cover sheet but I want to bring to your attention. Also, we need all chairs signature and the Dean's office signature by Friday so we need to move this around in the next couple of days if possible. I am off campus at CFA lobby day tomorrow but will be on campus on Thursday and Friday so if we can get Tom Hird and Enrique's signatures tomorrow then I can sign and get to the Dean's office on Thursday.

Thanks again, Kim

From: Colleen Fong [mailto:colleen.fong@csueastbay.edu]
Sent: Monday, March 31, 2014 10:37 AM
To: Sartaz Aziz
Cc: Kim Geron; Ann Fajilan
Subject: Re: FW: "APIA Experiences" Cluster Proposal

Dear All, Just returned from a conference and will take a look and respond by tomorrow. CF