

**Skyline College  
Official Course Outline**

**Date:** April 2007

**1. TITLE:**

Literature 265: Asian American Literature  
3.0 units, 3 lecture hours per week  
Prerequisite: English 100 or English 105 or equivalent

**2. COURSE CLASSIFICATION:**

Credit course applicable to the Associate Degree

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

A survey of Asian American literature will acquaint students with the distinct literary and aesthetic qualities and the personal and cultural concerns of American writers of Asian descent. Authors may include Chinese Americans, Japanese Americans, Vietnamese Americans, Pacific Islanders, Korean Americans, Southeast Asian Americans, and Indian Americans. Material will be presented in a variety of genres. Transfer credit: UC; CSU (C2).

**Schedule of Classes Description:**

Study of representative works with an emphasis on issues and literary techniques specific to American writers of Asian descent: Chinese, Japanese, Vietnamese, Pacific Islander, Korean, Southeast Asian, and/or Indian. Reading, discussion, critical papers. Transfer: UC; CSU (C2).

**4. COURSE JUSTIFICATION:**

This course is intended for English majors for the A.A. degree and satisfies the transfer requirement for English majors for many California State Universities and Universities of California. Because Asian American writers represent an important segment of American society with specific concerns, their works are offered for an appreciation of the timeless, universal themes of the human dilemma and the difficulties resulting from the immigration process. Essential for English majors, the course complements the work of social science, psychology, history and other disciplines, and offers more work in critical reading, thinking, and writing skills. The course, therefore, serves the whole student body. Transfer: UC; CSU (C2).

**5. STUDENT LEARNING OUTCOMES (SLOs):**

Upon completion of the course, students will be able to:

- Identify, analyze, and evaluate the major themes and literary techniques of Asian American writers.
- Critically read, discuss, and interpret texts.
- Write coherent, analytical, and original responses to course content.

## 6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

- Analyze and synthesize the works of a variety of Asian American writers
- Demonstrate understanding of the historical and literary context of a variety of works and writers
- Draw sound inferences from the literature
- Demonstrate understanding of the relevance of the issues raised in by Asian American writers to the present
- Identify and analyze conventions of various literary genres
- Explain how literary conventions inform the meanings of the text

## 7. COURSE CONTENT:

The course covers a representative sample of the entire range of the works of Asian American writers, including novels, short stories, dramas, and poetry; appropriate historical and literary background and analyses; writing essays/research paper demonstrating independent analytical responses.

I. Historical background and context

II. Literary background and context

III. Universality of the themes and literary techniques of Asian American writers

IV. Novels: at least one work in depth and others for discussion: Patricia Chao's *Monkey King*, Chang Rae-Lee's *Native Speaker*, Fae Ng's *Bone*

A. Historical background

B. Themes, character, setting, plot structure

V. Short Stories: at least one work in depth and others for discussion: Jhumpa Lahiri's *Interpreter of Maladies*, Christina Chiu's *Troublemaker and Other Stories*, Bienvenido N. Santos' *Scent of Apples: A Collection of Stories*

A. Historical background

B. Themes, character, setting, plot structure

VI. Dramas: at least one work in depth and others for discussion: David Henry Hwang's *M. Butterfly*, Wakako Yamauchi's *The Music Lesson*

A. Historical background

B. Themes, character, setting, plot structure, dramatic conventions

VII. Poetry: at least one work in depth and others for discussion: Li-Young Lee's *Rose*, Janice Mirikitani's *Love Works*

A. Historical background

B. Themes, symbolism, figurative language, diction, voice, tone

VIII. Others

## 8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, in-class spontaneous writing, timed expository writing, oral presentations, quizzes, demonstration/modeling, library and online research, field trips to live performances as appropriate, films, and collaborative/ individual projects.

9. **ASSIGNMENTS:** Typical assignments might include the following:

**General Assignment Guidelines:**

- **Writing**— Academic writing totaling 2,500 words (approximately 10 pages) will demonstrate understanding of the materials and independent analytical responses supported by references to the texts.
- **Readings**—Selected works appropriate to the course
- **Journals**—Written responses to questions on course content (readings, videos, films, lectures, etc.)
- **Essays**—Write critical compositions of 750 to 1,250 words analyzing and evaluating themes and issues in their works supported by references to the text.
- **Projects/reports**—Oral/written presentations of individual or collaborative research on relevant subjects
- **Viewing**—Students may be asked to watch/listen to relevant media or other presentations with appropriate written responses and analyses

**Typical assignments might include the following:**

<b>Student Learning Outcome</b>	<b>Typical Assignment(s)</b>	<b>Method of Evaluation</b>
Identify, analyze, and evaluate the major themes and literary techniques of Asian American writers.	<p><b>Class Discussions:</b> In small groups or whole-class discussions, students continue analyses modeled by instructor or discuss questions raised by the instructor.</p> <p><b>Reading Journals:</b> Students employ reader response, new criticism, biographical/historical criticism, feminist criticism, etc. to write a response to the text(s).</p> <p><b>Collaborative/ Individual Projects:</b> Students work in groups or individually to create an oral presentation or</p>	<p><b>Class Discussions:</b> Students will be evaluated on the quality of their insights about the course content and their active participation in small group and whole-class discussions.</p> <p><b>Reading Journals:</b> Journals will be evaluated based on how well they demonstrate understanding and analyses of course content.</p> <p><b>Collaborative/ Individual Projects:</b> Presentations or</p>

	performance which demonstrates understanding of course content.	performances will be evaluated based on the relevance of information to understanding the work(s), author(s) and/or themes as well as evidence of preparation invested in organizing and staging them.
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<b>Student Learning Outcome</b>	<b>Typical Assignment</b>	<b>Method of Evaluation</b>
Critically read, discuss, and interpret texts.	<p><b>Reading Journal:</b> Students employ reader response, new criticism, biographical/historical criticism, feminist criticism, etc. to write a response to the text(s).</p> <p><b>Class Discussions:</b> In small groups or whole-class discussions, students continue analyses modeled by instructor or discuss questions raised by the instructor.</p>	<p><b>Reading Journals:</b> Journals will be evaluated based on how well they demonstrate understanding and analyses of course content.</p> <p><b>Class Discussions:</b> Students will be evaluated on the quality of their insights about the course content and their active participation in small group and whole-class discussions.</p>

<b>Student Learning Outcome</b>	<b>Typical Assignment</b>	<b>Method of Evaluation</b>
Write coherent, analytical, and original responses to course content.	Two essays totaling at least 2500 words	Essays will be evaluated on the quality of insight, overall essay unity, and skillful integration of textual evidence.

Letter grade or Credit/No credit will typically be based on:

- **Oral Participation**—the quality of insights about the course content and active participation in small and large group discussions.

- **Journals/ Exercises**—written responses to assigned readings and class discussions demonstrating understanding and analyses of course content.
- **Oral Collaborative/Individual Projects**—ability to deepen their classmates' understanding and appreciation of the course content through their class presentation or performance.
- **Essays**—organized, coherent, and insightful essays and/or academic writing demonstrating understanding of course content and presenting independent, analytical responses substantiated by references to the texts.
- **Exams and Quizzes**—written critical responses to assigned readings demonstrating understanding and analyses of course content
- **Final Exam and/or Final Project**—written critical responses and/or another specified project demonstrating understanding and analyses of course content

#### 10. RECOMMENDED or REQUIRED TEXTS and/or AUTHORS:

##### Anthologies

Bruchac, Joseph, ed. *Breaking Silence: An Anthology of Contemporary Asian American Poets*.

Chin, Frank, Jeffrey Paul Chan, Lawson Fusao Inada, and Shawn Wong, eds. *Aiiieeeee: An Anthology of Asian American Writers*.

Hagedorn, Jessica, ed. *Charlie Chan Is Dead 2: At Home in the World (An Anthology of Contemporary Asian American Fiction—Revised and Updated)*

Hagedorn, Jessica. ed. *Charlie Chan Is Dead: An Anthology of Contemporary Asian American Fiction*.

Hongo, Garrett, ed. *The Open Boat: Poems from Asian America*.

Lim, Shirley Geok-Lin, ed. *Asian American Literature*.

Wong, Shawn, ed. *Asian American Literature: A Brief Introduction and Anthology*.

##### Chinese American

Chao, Patricia. *Monkey King*. (novel)

Chiu, Christina. *Troublemaker and Other Stories*. (short stories)

Hong-Kingston, Maxine. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*. (memoir)

Hwang, David Henry. *M. Butterfly*. (drama)

Lee, Li-Young. *Book of My Nights*. (poems)

Lee, Li-Young. *The City in Which I Love You*. (poems)

Lee, Li-Young. *Rose*. (poems)

Lee, Li-Young. *The Winged Seed: A Remembrance*. (poems)

McCunn, Ruthann Lum. *Thousand Pieces of Gold*. (novel)

Ng, Fae Myenne. *Bone*. (novel)

Tan, Amy. *The Kitchen God's Wife* (novel)

Tsukiyama, Gail. *Women of the Silk*. (novel)

Wong, Shawn. *American Knees*. (novel)

### **East Indian American**

Lahiri, Jhumpa. *Interpreter of Maladies*. (short stories)

Lahiri, Jhumpa. *The Namesake*. (novel)

Mukherjee, Bharati. *Jasmine*. (novel)

Mukherjee, Bharati. *The Middleman and Other Stories*. (short stories)

Rustomji-Kerns, Roshni, ed. *Living in America: Poetry and Fiction by South Asian American Writers*. (anthology)

### **Filipino American**

Brainard, Cecilia Manguerra. *When the Rainbow Goddess Wept*. (novel)

Francia, Luis H. and Eric Gamalinda, eds. *Flippin': Filipinos on America*. (anthology)

Galang, Evelina. *Her Wild American Self*. (short stories)

Holthe, Tess Uriza. *When the Elephants Dance*. (novel)

McReynolds, Patricia Justiniani. *Almost Americans: A Quest for Dignity*. (memoir)

Santos, Bienvenido N. *The Scent of Apples: A Collection of Stories*. (short stories)

### **Asian Hawaiians**

Yamanaka, Lois-Ann. *Blu's Hanging*. (novel)

Zamora-Linmark, R. *Rolling the R's*. (short stories)

### **Japanese American**

Inada, Lawson. *Legends from Camp*. (poems)

Kadohata, Cynthia. *The Floating World*. (novel)

Okada, John. *No-No Boy*. (novel)

Yamamoto, Hisaye. *Seventeen Syllables and Other Stories*. (short stories)

Mirikitani, Janice. *Love Works*. (poems and essays)

Uyematsu, Amy. *Nights of Fire, Nights of Rain*. (poems)

Yamauchi, Wakako. *Songs My Mother Taught Me: Stories, Plays, and Memoir*. (short stories, plays, memoirs)

### **Korean American**

Choi, Susan. *The Foreign Student*. (novel)

Kim, Richard. *Lost Names: Scenes from a Korean Boyhood*. (fictionalized memoir)

Lee, Chang-Rae. *Native Speaker*. (novel)

Ronyoung, Kim. *Clay Walls*. (novel)

### **Vietnamese American**

Cao, Lan. *Monkey Bridge*. (novel)

Pham, Andrew. *Catfish and Mandala*. (autobiography)

### **Secondary Sources**

Hsu, Kai-yu, and Helen Palubinskas. *Asian-American Authors*.

Kim, Elaine H. *Asian American Literature: An Introduction to the Writings and Their Social Contexts*.

Lim, Shirley Geok-lin, and Amy Ling, eds. *Reading the Literatures of Asian America*.