

Asian American Studies 198  
Special Topics Course  
M/W 2-4 pm Wellman 115  
Professor Rhacel Salazar Parreñas  
T.A: Winnie Tam

## THE IMMIGRANT SECOND GENERATION

This class analyzes post-1965 Asian American children of immigrants/and or immigrant children. This class looks at diverse childhood experiences, including those of ‘brain drain’ children, ‘refugee’ children, and ‘parachute and ‘transnational children.’ This class looks at their experiences vis-à-vis the family, education, globalization, the racial/ethnic community, and finally popular culture. Emphasis is placed on gender, class, ethnicity, sexuality, and intergenerational relations. Topics covered include the negotiation of the model minority stereotype, youth masculinity, youth femininity, transnational intergenerational relations, poverty, and children’s roles in small-business entrepreneurship.

### Readings:

Nazli Kibria, *Becoming Asian American: Second-Generation Chinese and Korean American Identities* (Baltimore: Johns Hopkins University Press, 2002).  
Jennifer Lee and Min Zhou, *Asian American Youth: Culture, Identity, and Ethnicity* (New York: Routledge, 2004).  
Miri Song, *Helping Out: Children’s Labor in Ethnic Businesses* (Philadelphia: Temple University Press, 1999).  
A Course Reader will be required.

**\*This course will be requesting a grade mode of LETTER GRADE. If you would like the option of reinstating the original grade mode of Passed/Not Passed, you may do so by the 25th day of instruction, on 2/11/04. Students electing this option must take a copy of this syllabus to the Office of the Registrar by the above date and file a GRADING VARIANCE EXCEPTION petition there.**

### Course Requirements:

#### Attendance and Participation **10%**

Students will be expected to attend all class sessions prepared to discuss assigned readings. Students should actively contribute to discussions for this to be a fruitful and engaging class. Actively contributing does not mean talking a lot – instead it means that one had completed the readings prior to class, struggled enough with the readings that one comes to class with questions and some idea about what is useful, wrong, or unclear about the text. Three unexcused absences result in a score of 0% for attendance. Your participation grade will be largely based on your facilitation of an assigned day of readings. Beginning in the second week of class, a group of students will be assigned to facilitate class discussion for the last 30 minutes of each class by

preparing to discuss 3 questions that are essential to their understanding of the assigned readings. The group of students should meet prior to class to formulate their questions.

Midterm 20%

Reaction Pieces 40%

Two four-page reaction pieces on a set of weekly readings. Reaction pieces must be turned-in before the first class on the week following the readings were assigned and discussed in class. Reaction pieces must be typed (12-point font) and double-spaced. For the reaction piece, you must identify the pertinence of the works(s) to our understanding of Asian American experiences by doing the following:

- You must define the concepts introduced by the weekly readings, for instance pan-ethnicity, segmented assimilation, model minority, brain drain, intergenerational relations, parachute kids, etc, and then address their pertinence to the study of the lives of the ‘children’ of Asian immigrants.
- Address how race, class, sexuality and/or gender shape their experiences.
- Interrogate the construction of identity for 1.5/second generation Asian Americans.
- Address how both cultural and structural factors shape their experiences.

First reaction piece is worth 15% and the second reaction piece is worth 25%.

Final 30%

Your final will be an oral examination. Each student will be asked one question that they must answer within an allotted time of five minutes. The final exam will be conducted in the Instructor’s office and will be administered individually. A study guide will be provided to students. Final questions will draw heavily from the questions that students developed in their facilitation of class discussion. The final will be cumulative.

**WEEK I** INTRODUCTION (January 5)

*No Readings*

**WEEK II** THEORETICAL FRAMEWORK ON IMMIGRATION, “THE SECOND GENERATION” AND THEIR SEGMENTED ASSIMILATION IN AMERICA (January 10 and 12)

Alejandro Portes and Min Zhou. 1993. “The New Second Generation: Segmented Assimilation and Its Variants,” *Annals of the American Academy of Political and Social Science* 530: 74-96.

Roger Waldinger and Cynthia Feliciano. 2004. “Will the new second generation experience ‘downward assimilation’? Segmented assimilation re-assessed,” *Ethnic and Racial Studies* 27(3): 376-402.

Jennifer Lee and Min Zhou, PART I of *Asian American Youth*

**WEEK III** "BRAIN DRAIN" CHILDREN AND THE MAKING OF RACIAL  
ETHNIC IDENTITIES (January 19 and 21)

Nazli Kibria, *Becoming Asian American*, Chapters 1-5

**WEEK IV** MASCULINITY (January 24 and 26)

Nazli Kibria, *Becoming Asian American*, Chapters 6-7

Jennifer Lee and Min Zhou, Chapters 10-13

REACTION PIECE #1: *Reaction piece on Becoming Asian American is due on the 24<sup>th</sup>.*

**WEEK V** FEMININITY (January 31 and February 2)

Jennifer Lee and Min Zhou, Chapters 4-6, 8

MIDTERM: 2 February

**WEEK VI** NEGOTIATING THE BINARY SPLIT: EITHER ASIAN OR  
AMERICAN (Feb 7 and 9)

Karen Pyke and Tran Dang. "'FOB' and 'Whitewashed': Identity and Internalized Racism Among Second Generation Asian Americans" *Qualitative Sociology* 26:147-172.

Mia Tuan -- *article*

FILM: *The Debut* 9 February

**WEEK VII** FAMILY AND INTERGENERATIONAL RELATIONSHIPS FROM A  
TRANSNATIONAL PERSPECTIVE (Feb 14 and 16)

Marjorie Faultstich, Orellana, Barrie Thorne, Anna Chee, and Wan Shun Eva Lam. 2001. "Transnational Childhoods: The Participation of Children in Processes of Family Migration," *Social Problems* 48(4): 572-91.

Rhacel Parreñas. 2001. "Mothering From a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families," *Feminist Studies* 27:2 (Summer): 361-90.

Rhacel Salazar Parreñas and Cerissa Salazar Parreñas, "Workers without Families: Keeping the Dependents of Immigrant Workers outside U.S. Borders," (co-authored with Cerissa Salazar Parreñas) *Asian Law Journal* 10:2 (2003): 143-59.

Diane Wolf. 1997. "Family Secrets: Transnational Struggles among Children of Filipino Immigrants," *Sociological Perspectives* 40(3): 457-482.

Jennifer Lee and Min Zhou, Chapter 9

**WEEK VIII/IX** THE WORK OF CHILDREN (February 23, 28 and March 2)

Miri Song, *Helping Out*

**WEEK X** REFUGEE CHILDREN (March 7 and 9)

Jennifer Lee and Min Zhou, Chapters 14

Min Zhou, "Growing up American: The Challenge Confronting Immigrant Children and Children of Immigrants," *Annual Review of Sociology* 23 (1997): 63-95.

Smith, Michael Peter and Bernadette Tarallo "Who Are the 'Good Guys'? The Social Construction of the Vietnamese 'Other'" Smith, Michael Peter and Joe R. Feagin Eds. 1995. *The Bubbling Cauldron: Race, Ethnicity and the Urban Crisis*. University of Minnesota Press: Minneapolis. 50-76.

FILM: Kelly Loves Tony

**WEEK XI** CONSTRUCTING COMMUNITIES (March 14)

Jennifer Lee and Min Zhou, Chapters 15-18.

ASIAN IMMIGRANT YOUTH READING LIST

Supplement to ASA 198 Syllabus

R. Parreñas

Winter 2005

**Theory:**

Alejandro Portes and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants," *Annals of the American Academy of Political and Social Science* 530: 74-96.

Portes, Alejandro and Ruben Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation* (Berkeley, CA: UC Press).

\_\_\_\_\_. Eds. 2001. *Ethnicities* (Berkeley, CA: UC Press).

Suarez Orosco, Marcelo and Carol Suarez Orosco. 2001. *Children of Immigration*. Cambridge, MA: Harvard UP.

Zhou, Min. 1997. "Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation," *The International Migration Review* 31(4): 975-1009.

**Education:**

Lee, Stacey J. 1996. *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth*. New York: Teachers College Press.

Louie, Vivian S. 2004. *Compelled to Excel: Immigration, Education, and Opportunity Among Chinese Americans*. CA: Stanford UP.

**Identity:**

Dhingra, Pawan H. 2003. "Being American Between Black and White: Second-Generation Asian American Professionals' Racial Identities," *Journal of Asian American Studies* 6(2): 117-147.

Espiritu, Yen Le. 2003. *Home bound: Filipino American Lives Across Cultures, Communities, and Countries*. Berkeley: UC Press.

Kibria, Nazli. 2002. *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. Baltimore: Johns Hopkins UP.

Kingston, Maxine Hong. 1989. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*. New York: Vintage Books.

Lee, Chang-Rae. 1995. *Native Speaker*. New York: Riverhead Books.

Liu, Eric. *The Accidental Asian: Notes of a Native Speaker* (Vintage)

Lee, Rachel C. and Sau-ling Cynthia Wong. 2003. *AsianAmerica.Net: Ethnicity, Nationalism, and Cyberspace*. New York & London: Routledge.

Maira, Sunaina Marr. 2002. *Desis in the House: Indian American Youth Culture in New York City*. Philadelphia: Temple UP.

Pyke, Karen and Tran Dang. 2003. "'FOB' AND 'Whitewashed': Identity and Internalized Racism Among Second Generation Asian Americans" *Qualitative Sociology* 26: 147-172.

Roley, Brian Ascalon. *American Son: A Novel*

Tuan, Mia. 1999. *Forever Foreigners or Honorary Whites?: The Asian Ethnic Experience Today*. New Jersey: Rutgers UP.

Waters, Mary. 2001. *Black Identities: West Indian Immigrant Dreams and American Realities*. Harvard UP.

**Language:**

Portes, Alejandro and L. Hao. 2002. "The price of uniformity: language, family and personality adjustment in the immigrant second generation," *Ethnic and Racial Studies* 25(6): 889-912.

**Refugees:**

Lee, Stacey J. 2003. "More than 'model minorities' or 'delinquents': a look at Hmong American high school students," *Educational Administration Abstracts* 38(1): 3-139.

\_\_\_\_\_. 2002. "Learning 'America': among American high school students," *Educational Administration Abstracts* 37(1): 415-568.