

Asian American Workers, 37:575:366:90 Asynchronous Online

Instructor: Prof. Akhila Naik

Contact Method: Email using Canvas Inbox feature

Course Description

Welcome to the Asian American Workers course. In this course, we investigate a variety of topics related to important concepts involving Asian Americans in the social context and as members of the workforce. What are the connections between race, labor, and a sense of belonging? Why have Asian Americans been recruited as laborers while being denied access to citizenship? What is the role of Asian American labor within U.S. history and in today's social landscape? The course will use film, social media, and academic critiques to examine both structural exclusion and resistance.

Throughout the semester, you will have the opportunity to study materials on contemporary topics and perspectives related to:

- History of migration among Asian Americans
- Understanding Asian American Workers in the US workforce
- Labor Laws & Employment Discrimination Laws impacting Asian Americans
- Economic Impact of Asian Americans
- Asian Americans as the model minority

Throughout this semester and course, we cover material that is extremely sensitive in terms of content and may trigger emotions and extreme feelings. Do view the content presented from a purely intellectual perspective that aims at getting a deep and meaningful insight into our world and some individual's past and present reality. The only way to truly be open to learning a complex topic such as race is to address the difficult conversations that continue to unfold. Please be discreet in your responses and mindful of each other as our peers who might have personally experienced some of what we learn this semester.

Our course concentrates only on certain races but do view concepts learnt as a universal approach that applies to individuals from all backgrounds who might feel sidelined and marginalized. Our material is not in any way meant to portray some races as aggressors and others as victims. Similarly, this content throughout the course is not meant to and intended to take any political sides.

Do absorb the course materials from an academic, objective, and respectful lens. Do realize that the subject matter is delicate on numerous levels and might include depictions of brutality, physical assault, use of racial epithets, and numerous inappropriate depictions that portray what hate based on racial differences can do. With this course, our goal and hope for the semester is to

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feel collectively empowered to overturn some of the historic and recent hate. We can embrace and celebrate our diversity. Together, we can aim to minimize it and hopefully work towards eliminating it.

Each hyperlink is a component of the course syllabus. Read each section carefully. Note: if you are new to Canvas, complete the Canvas tutorials under Course Tools Tutorials.

Course Delivery Format

This course runs is delivered entirely online through the Learning Management System, Canvas. There will be no Face-to-Face, in-person classroom sessions.

The course is delivered in asynchronous mode. This means the learning activities and communication take place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there will be optional virtual office hours throughout the semester. Links will be sent as a Canvas Announcement, and these dates and times will be announced in advance. At the end of the semester. Students schedule individual time slots for a 15-minute online presentation

Note: Even though you do not need to log in at any specific time, you are required to adhere to all course work due dates.

Course Details and Requirements

All course material, supplemental readings, videos, audio are provided within the learning management system (Canvas) in the respective Modules.

Class Topics & Schedule

Welcome Week

- Introductions - Meet Your Learning Community

Week 1 : History of US Immigration

Read/Watch/Listen

- U.S. Immigration Timeline (Professor's notes)
- America's Sources of Immigration
- What was the impact of the Chinese Exclusion Act?

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- OPTIONAL MATERIAL: Read/Watch/Listen
- Erika Lee, "The Making of Asian America: A History". Read Parts 1 and 2 (available for purchase online and can also be borrowed at RU library)
- Immigration Timeline - The Statue of Liberty & Ellis Island Foundation article (PDF version)
- Timeline of U.S. Policy on Immigration and Naturalization
- By Accident of Birth

Week 2 : History of Asian Americans in the U.S.

Read

- History of Immigration.
- This reading above contains the link to your self-directed learning assignment.

Watch

- Immigrants of Angel Island
- The Shared Asian American Experience
- Chinese Railroad Worker
- Japanese American Internment During WWII
- One Man's Battle: Fred Korematsu

OPTIONAL MATERIAL: Read/Watch/ Listen

- "The Making of Asian America: A History" by Erika Lee. Read Parts 2 and 3 (available for purchase online and can also be borrowed at RU library)
- "Asian American Studies: A Reader" edited by Jean Yu-Wen Shen Wu and Thomas Chen. Read Pages 3-35; 126 to 143 (available for purchase online and can also be borrowed at RU library)

Week 3 : Pathways to America: Birth, Naturalization or Lawful Permanent Residency

Read

- Immigrants from Asia in the United States
- U.S. Citizenship (Professor's Notes)
- LPR Status (Professor's Notes)
- AILA Backgrounder on Legal Immigration AILA Backgrounder on Legal Immigration

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Watch

- The fight for birthright citizenship
- Being Asian in America
- Where are you from?

OPTIONAL MATERIAL: Read/Watch/Listen

- Next Generation Green Card
- i-485 Apply for Green Card
- USCIS Guide to New LPR

Week 4 : Asian diaspora: exploring ways to migrate to America and shape a different future

Read

- Nonimmigrant Visa Status (Professor's Notes)
- Birth Tourism Department of State update
- Birth Tourism: US Senate Report {Exec summary: pages ii to v; Background: pages 1 to 5 (repeats concepts & provides overview of material from previous weeks); Pages 13 to 45} * Read NOTE below.
- Visa Waiver Program Countries (only read the page that lists the names of countries). No need to read any additional tabs.
- International students from Asian countries pursue degrees in America universities
- Previous upsurge of international students from China seems to be changing? Take the optional quiz at the end of the article. * Read NOTE below.
- Asian Americans are the fastest-growing racial or ethnic group in the U.S.
- High-skilled foreign workers from Asia emerge as dominant group of temporary workers in the U.S.

Watch

- Nonimmigrant Visa Overview
- International students enrolling in US colleges
- Temporary workers seeking employment in the US (Watch from: 1:09 onwards)
- Foreign nationals affecting US economy

OPTIONAL MATERIAL: Read/Watch/Listen

- U.S. Nonimmigrant Admissions: 2022 U.S. Nonimmigrant Admissions: 2022

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- Nonimmigrant Entry into the United States

* NOTE: Materials posted reflect the real-world relevance of concepts we learn this semester and will show the dynamic nature of our course. The materials will include sensitive subjects in order to further our academic understanding. Please review all materials with an objective lens, especially if any of the content contains personal triggers or depicts any political commentary that may differ from beliefs. Academic material aims to further our learning objectives and should not be construed as the Professor's or Rutgers University's portrayal of any group of people or any individual's choices in a negative light.[an external site.](#)

Week 5 : Experiences that shape most Asian American's personal and professional lives

Read:

- Discrimination Experiences Shape Most Asian Americans' Lives
- The Power of Reclaiming My Asian Name
- Experiences of Name-Based Microaggressions within the South Asian American Population Read pages 1 to 5; 31 to 41; 61 to 72; and 79 to 91
- Asian Names in the Workplace
- Ever changed your name on a resume to get more job interviews?
- Consuming Culture: Food and the Shaping of Asian American Identity
- Taste the World: How America's Changing Demographics Are Shaping Our Food
- The profile of Asian population in US
- Racial Profiling
- Religion Among Asian Americans

Watch:

- I Am Not Your Asian Stereotype
- Asian Americans Share Their Experiences with Racism
- How Recruiters Are Using AI To Stop Unconscious Bias
- The art of choosing Watch till time stamp 3:13

Optional Reading:

- Ethnic-sounding names may make it harder to find a job
- What Researchers Discovered When They Sent 80,000 Fake Résumés to U.S. Jobs (article does not directly address Asian Americans but sheds light on hiring bias)
- The Asian dishes that bring our readers comfort and remind them of home
- Understanding Contemporary Asia through Food

Week 6 : Exam 1 and Practice Exam

- Exam 1 covers topics from Week 1 through Week 5.
- Exam Type: Multiple Choice, True/False
- Number of Questions: 30
- Number of Points: 15 (0.5 each)
- Duration: 120 minutes
- Note: There will be no extensions or make-up options beyond the date the quiz closes.
- The Exam is open book. This means you can refer to all the learning materials in each week's Module on Canvas, and other internet resources. You can take the exam on mobile devices. But it is highly recommended that you take it on a desktop computer/laptop for better viewing.

Week 7 : Discrimination in the workplace

Read

- Leadership Programs Tackle The 'Bamboo Ceiling'
- Asian employees feel the least included in the workplace
- EEOC Charge of Discrimination Form 5
- Actual sample form:
- Completed EEOC Charge of Discrimination Form 5 (with confidential information redacted)
- Filing a Charge of Discrimination at the EEOC
- Methods of Filing a Discrimination Charge
- EEOC's Charge Handling Process
- Mediation
- Confidentiality
- Remedies

Watch/Listen

- Race and National Origin Discrimination in The American Workplace
- Employment Law: Religious Discrimination in the Workplace
- NYC Human Rights (content applicable in general to all states)

OPTIONAL READING /VIEWING:

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- US Department of Labor: Employers Guide to Good Practices (optional reading – will not be on any quiz)
- Netflix documentary White Hot: The Rise & Fall of Abercrombie & Fitch
 - This documentary refers to material we learn in class (actual cases) that is part of popular culture and gives insights into aspects that may not be common knowledge. The trailer or documentary is NOT meant to shed any negative light on any business. It is purely optional viewing to show varied perspectives on the relevance of what we learn in class.

Week 8 : Course Project (Part 1) Introduction

The purpose of the Immigration Law Course Project is to demonstrate your understanding of a particular area of immigration law covered during the semester. This project is an individual assignment based on the topic you select. This assignment has four parts:

Asian Americans - Course Project: (Part 1) Topic Selection

Asian Americans - Course Project: (Part 2) Draft Submission

Asian Americans - Course Project: (Part 3) Power Point Submission

Asian Americans - Course Project: (Part 4) Individual Presentation

This week there will be Virtual Office Hour sessions to discuss the Course Project. This week you will begin brainstorming and gathering ideas. Make sure you make time for the project as you would for any other weekly module. Think of a topic that interests you (reread your Topics of interest submission) and begin thinking along the lines of a topic you list in that assignment.

Week 9: Course Project (Part 2) Draft Submission

- Based on your Part 1 Topic Selection, submit your Draft. You will get comments and feedback during the scheduled VOH sessions.
- Draft format: PowerPoint. The draft is intended to help you prepare for your final submission and presentation. At this stage (draft submission), you should begin formulating your content, material, and sources. Remember it is a work in progress towards the final. The more you complete, the better it is for you. Remember this is a graded draft; each source counts for 1.5 points. The rest of the points are for slide 2 and

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the overall conclusion of the PPT. I suggest that if you are pressed for time, you prepare at least two sources in your draft - this way you can get detailed feedback on your content.

- Instructions: This project is an individual assignment. Based on the topic you selected, create a Power Point (PPT) presentation.
- Power Point must contain a minimum of 20 to a maximum of 30 content slides
- You must include the following three in your PPT:
 - An article, case, or documentary on your topic (within the past 10 years). If older than a decade, you will not get credit. This will be your main source.
 - Two additional sources related to your topic (from film, documentaries, cartoons, newspaper articles, and other popular media.)
 - All material researched should be part of your original research and not include any material we previously studied together. In other words, do not use any materials published in any of the Modules for our class.

Week 10 : Model Minority

Read *

- What does the term "Model Minority" mean?
- Asian Americans as the Model Minority: An Analysis of the Popular Press Image in the 1960s and 1980s
- Asians as the model minority: Implications for US Government's policies
- Stereotypes of Asians in the U.S. as foreigners and a model minority
- You are called a 'model minority' as an Asian American — until they decide you are not
- The model minority myth seems to portray that all Asians are successful. Why would that assumption be dangerous?
- An Exploration of Depression, Anxiety, Stress, Well-being, and Marital Satisfaction among work visa holders
- Confronting Discrimination in the Post-9/11 Era
- Anti-Asian violence has surged in the US since COVID-19
- The scapegoating of Asian Americans

View*

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- Why Do We Call Asian Americans the Model Minority?
- Asian Americans report rise in racist attacks amid the pandemic
- How Asian American community is coping amid increase in violence
- Debunking the Model Minority Myth (USC's Pacific Asia Museum's online exhibition featuring narratives of Asian and Pacific American students) View exhibition by using your mouse to scroll through images and stories.

OPTIONAL MATERIAL: Read/Watch *

Read:

- Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It Creates Inequality for All
- From the Yellow Peril to the Model Minority: A History of Asian American Immigration
- 'Model Minority' Myth Again Used as a Racial Wedge Between Asians and Blacks
- International Students' of Asian origin face Adjustment Challenges in America

Watch:

- Asian Americans: Last Week Tonight with John Oliver (Warning this is an HBO show that gets the point across with sarcasm, humor and uses inappropriate language.)

* NOTE: Materials posted reflect the real-world relevance of concepts we learn this semester and unfolds the dynamic nature of our course. The materials we study include sensitive subjects that are essential to further our academic understanding of our course content. Please review all content with an objective lens, especially if any of the material contains areas that may result in personal triggers or depict any political commentary that may differ from your beliefs and viewpoint. Academic material aims to further our learning objectives and should not be construed as the Professor's or Rutgers University's portrayal of any group of people or any individual's choices in a negative light.

Week 11 : Portrayal of Asian Americans in media and popular culture

Read

- Defining Asian American Realities through Literature
- Portrayals of Asians in Film and Television
- Asian American Representation in Media
- The Importance of Authentic Asian American Representation in Hollywood
- Media Bears Responsibility for Reinforcing Asian American Stereotypes

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Watch/Listen

- Visibility in Hollywood
- Why are some characters so popular?
- Role of Media in the portrayal of Asian Americans in popular culture
- Asian Misrepresentation in Media

OPTIONAL READING:

- Cultural nods on 'Ms. Marvel' but mixed reactions on casting

OPTIONAL VIEWING

- The Rise of Asians in Hollywood
- Ms. Marvel

Week 12 : Impact of Asian Americans on the US economy

Read

- Asians in the U.S. labor force: profile of a diverse population
- Asian American Leadership Programs Tackle The 'Bamboo Ceiling'
- “Model Minority” Myth Hides the Economic Realities of Many Asian Americans
- Income Inequality in the U.S. Is Rising Most Rapidly Among Asians
- Racial Wealth Snapshot: Asian Americans and the Racial Wealth Divide
- Leaders of Asian American origin in the global AI race
- Legendary Asian American CEOs
- World's most valuable company
- Is the future Asian?

View

- How Asian Americans Break the Bamboo Ceiling
- How The Model Minority Myth Keeps Asian Americans Out of Management
- How Asian American Women Claim Their leadership
- Indra Nooyi: Former CEO PepsiCo
- Jensen Huang: CEO Nvidia
- Asia's future: More than a China story

Optional Reading

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- The Positive Economic Impact of Immigration (A general overview)
- Immigration's Effect on the Economy and You (A general overview)
- The H-1B Visa Program and Its Impact on the U.S. Economy (A general overview)

Optional Viewing

- How does immigration impact the economy? (A general look at the economic impact by immigrants)
- American Companies Founded by Immigrants (A general look at the economic impact by immigrants)

Week 13 : Course Project (Part 3) Submission of completed project

- Final Submission (Part 3) format: PowerPoint. Part 3 is intended to help you prepare for your final live presentation. At this stage, you should have your final content, material, and sources. Remember it is a work in progress towards the final part of Part 4.

Instructions

- This project is an individual assignment. Final Submission (Part 3)
- Power Point must contain a minimum of 20 to a maximum of 30 content slides
 - You must include the following three in your PPT:
 - An article, case, or documentary on your topic (within the past 10 years) If older than a decade, you will not get credit. This will be your main source.
 - Two additional sources related to your topic (from film, documentaries, cartoons, newspaper articles, and other popular media).

Week 14 : Course Project (Part 4) Presentations

- Individual Presentation: (10%) -
 - Each student joins the Canvas Meeting link and presents their own Final Project (Part 3) as per the time selected on the sign-up sheet. Presentations should be a minimum 10 minutes and not exceed 12 minutes. You will not be reading each slide. Think of this as a reflection of your Course Project or an executive summary where you demonstrated what you learnt from your own work during the Course Project.
 - You could plan to use your time in the following (suggested) manner:

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- Introduce your topic and the central question posed in your project (1 minute)
- Talk about your main source (3 minutes)
- Address how your two additional sources tie to the topic and main source (4 minutes)
- Some suggested changes or overall conclusion answering your central question (2 minutes)

Week 15 : Exam 2

- Quiz 2 covers topics from Week 7, Week 10, Week 11, and Week 12
- Exam Type: Multiple Choice, True/False
- Number of Questions: 30
- Number of Points: 15 (0.5 each)
- Duration: 120 minutes
- Note: There will be no extensions or make-up options beyond the date the quiz closes.
- The Exam is open book. This means you can refer to all the learning materials in each week's Module on Canvas, and other internet resources. You can take the exam on mobile devices. But it is highly recommended that you take it on a desktop computer/laptop for better viewing.

Grading Components	Number of Points	% of Final Course Grade
Meet Your Learning Community	5	5%
An Area of Interest: Asian Americans in our communities and workplace.	5	5%
History and Timeline	10	10%
Take the Bias quiz (Part 1 of Discussion Forum # 2)	5	5%
Discussion Forums (2)	20 (10 each)	20%
Exam 1 (multiple choice)	15	15%

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Asian Americans Course Project: (Part 2) Draft Submission (graded)	5	5%
Asian Americans Course Project: (Part 3) PowerPoint Submission	10	10%
Asian Americans Course Project: (Part 4) Live Presentation	10	10%
Exam 2 (multiple choice)	15	15%
Total	100	100%

Student Support Services

- Canvas Tutorials & Technical Support
- Special Needs Accommodations
- Rutgers Student Support Services
- Student Health & Wellness Services
- Registrar's Office
- The Rutgers Office of the Dean of Students provides support to students who may be facing exceptional difficulties that could jeopardize their education. Visit the website to learn more about the type of support they offer and/or to schedule an appointment.
Specific pages on the site that may be of interest:
- Rutgers Community-Based Counseling
- Rutgers Residence Life
- Rutgers Students Food Pantry
- Rutgers Student Counseling Service

How to Access Zoom

- Virtual office hours are conducted through scheduled ZOOM meetings. If you have not activated your Rutgers ZOOM account, you will need to do so prior to class starts.
Follow the steps below:
 - Follow instructions on Creating Rutgers ZOOM Account (). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
 - Once you have activated your Rutgers ZOOM account, you will then need to make sure your Canvas default email is in the format netid@rutgers.edu. Follow

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instructions on How to check and set your Canvas Default Email if needed. Then you can access the scheduled ZOOM class sessions.

- To access and join the scheduled class sessions, select the ZOOM tab from the left navigation menu, then select Join to join the scheduled session. If you are new to ZOOM, review the tutorials under Course Tools Tutorials or at Rutgers ZOOM Homepage.
- ZOOM etiquettes:
- For audio clarity, mute your microphone when not speaking, unmute only when you are speaking.
- Allow for the brief delay that happens when a conversation from one speaker transitions to another. Be patient and allow the person to speak.
- You have the option to turn on/off your webcam.
- You can use the Chat box to ask questions, share your thoughts.

Your Responsibilities

- Checking Canvas
 - Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anyplace, anytime, you are still expected to adhere to all due dates.
- You are expected to:
 - Have access to a reliable computer, and access to the Internet
 - Log in to Canvas for your course on a daily basis
 - Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
 - Actively participate in the Discussion Forum
 - Complete the assigned readings and/or media
 - Complete the assigned exercises and projects
 - Adhere to all due dates
 - In case of computer failure
 - Have an alternative plan of access to your Canvas course in case of technical issues (wi-fi connection, computer issues). Additionally, be sure to back up your important documents and assignments on a flash drive or other external device.

Code of Conduct

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be

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tolerated; and will result in dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to the Discussion Post Guidelines when communicating in your Canvas class.

Academic Integrity

Be sure to read and abide by the Rutgers Academic Integrity Policy.

Policy on Generative AI: Strictly Prohibited : The core learning outcomes of this course rely on developing your independent critical thinking, analytical writing, and problem-solving skills. As such, the use of Generative AI tools (e.g., ChatGPT, Claude, Grammarly Go, or similar text/code generators) is strictly prohibited for all coursework. All work submitted in this class—including process artifacts, outlines, drafts, and final submissions—must be generated entirely by you. **Representing AI-generated text, ideas, or structures as your own original work violates university academic integrity policies and will result in a zero on the assignment and a report to the Academic Integrity.**

TurnItIn (Plagiarism Detection Tool)

Students (You) agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (via Canvas Assignments Portal) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Syllabus is subject to change if needed as the semester progresses. All updates will be made on Canvas.