

AAS 360: Asian American Immigration – Global Perspective

Fall 2014

Tentative Syllabus*

(* The professor reserved the right to change any part of this syllabus.)

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Office Hours: TR 2 to 3 PM and by appointment
Office Location: Jerome Richfield (JR) 346C [enter through JR 340]
Office Phone: 818-677-7219
Class Information: TR 12:30 to 1:45 PM, SH225, #13368
Class Website: <http://moodle.csun.edu> [you need to log in]
Internet Resource: <http://www.age-of-migration.com/>

Catalog Course Description

Prerequisite: *Completion of the lower-division writing requirement.* Examines Asian immigration to the U.S. from a world systems perspective. Examines immigration process and the implication of this process for contemporary interest in the Pacific Rim. Topics include origins of Asian immigration, major U.S. immigration legislation, demographic structure of contemporary Asian immigration, and cross-cultural comparisons of other world groups. Regular writing assignments required. (Available for Comparative Cultural Studies General Education)

Instructor's Course Description

Starting from a global perspective of migration of people around the world and theories to help understand these selective patterns of emigration, migration, and settlement, we zoom in on a few case examples of Asian immigrants in the United States. Starting with a quick overview of the past (Pre-1965), we explore more closely current (post-1965) trends and the economic, social, political dimensions of today's migrant groups' experiences and how they have transformed our local and international landscapes. This course is writing intensive (GE WI) and requires students to write a midterm and final paper based on an interview with an Asian immigrant. Group research and presentations are also required. **Prerequisite:** *Completion of GE Section A.1 (Composition) and Passing of the Writing Proficiency Exam. Fulfills Comparative Cultural Studies GE and AAS Community Studies Section Elective.*

Topics and Concepts

Migration; the contexts of emigration, of migration, and of reception/immigration; adjustment period; resettlement; settlement; structure vs. agency; globalization; colonialism; world system perspective; capitalism; development; exploitation; citizenship; transnationalism; diasporas; push and pull factors; voluntary vs. forced migration; refugees vs. immigrants; chain migration; transit zone; the feminization of migration and labor; brain drain vs. brain circulation; sexual trafficking; exclusionary laws; racism; white supremacy; (hetero)patriarchy; (hetero)gender; melting pot vs. salad bowl; assimilation vs. acculturation; social vs. cultural vs. economic vs. political integration/incorporation; immigrant entrepreneurship; ethnic enclave; enclave economy; primary, secondary and tertiary labor markets; physical capital vs. social capital vs. cultural capital vs. political capital; model minority vs. underclass; 1st, 1.5 and 2nd generations; segmented assimilation; undocumented immigration; transnational/ethnic/national/cultural identity.

Goal of Comparative Cultural Studies / Gender, Race, Class, Ethnicity Studies

Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences, and global perspectives of diverse cultures and societies.

GE Student Learning Outcomes

1. Describe and compare different cultures.
2. Explain how various cultures contribute to the development of our multicultural world.
3. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, and religious intolerance or stereotyping on all sectors of society.

This list of Student Learning Outcomes is fulfilled by covering the following course objectives.

Course Objectives

1. Use a global perspective to understand that migration is a selective process.
2. Understand Asian immigrants within the contexts of emigration, migration and reception.
3. Critically examine how globalization influences migration, adaptation, and ethnic community formation, and in turn, how migrants transform their lives and community of origin and of destination(s).
4. Understand how race, ethnicity, gender, sexuality, religion, migration, nationalism, and war are interconnected with the development of the global political economy.
5. Understand the major legislations that affect Asian migration and adaptation to the U.S..
6. Compare and contrast the types of Asian migrants, and their experiences pre-1965 and post-1965.
7. Examine case studies of selected contemporary Asian migrant groups with regards to their economic, cultural, and political incorporation into the host society and their transnational connections and influences.

Goal of a Writing Intensive Designation Course

Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

Student Learning Outcomes for GE WI Designation

1. Develop and clearly define their ideas through writing
2. Ethically integrate sources of various kinds into their writing
3. Compose texts through drafting, revising, and completing a finished product
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas
5. Revise their writing for greater cogency and clarity
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc) where appropriate.

Texts Required

- Castles, Stephen, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 5th ed. New York: The Guilford Press, 2013. New, \$55.00; Used, \$41.25; Rent new, \$41.25; Rent used, \$30.25.
- John S.W. Park and Edward J.W. Park. *Probationary Americans: Contemporary Immigration Policies and the Shaping of Asian American Communities*. Routledge, NY, 2005. New, \$59.50; Used, \$44.75; Rent new, \$47.60; Rent used, \$14.88. Call number: JV6483 .P37 2005.
- A few articles on Moodle accessible as a link to a pdf file.
- In addition to the required texts, I may also assign extra short readings based on class interests and current events. I will either pass them out in class or have you read them online.

Texts Recommended

- Cheng, Lucie, and Edna Bonacich, eds. *Labor Immigration under Capitalism: Asian Workers in the United States before World War II*. Los Angeles: University of California Press, 1984.
- Ong, Paul, Edna Bonacich, and Lucie Cheng, eds. *The New Asian Immigration in Los Angeles and Global Restructuring*. Philadelphia: Temple University Press, 1994.
- Edward J.W. Park and John S. W. Park, editors. “Special Issue on Immigration” *AAPI Nexus: Asian American & Pacific Islanders Policy, Practice and Community Volume 10*, Number 1, Spring, 2012.

Course Requirements and Grading

Required Components	Points	Percent
Attendance & Participation	60	15
Group Notes and Presentation	60	15
Pop Quizzes (10)	100	25
Midterm Paper	100	25
Final Paper	80	20
<hr/> Total	<hr/> 400	<hr/> 100

Grading is based on a strict scale of 400 points:

380 – 400 = A	320 – 332 = B-	269 – 279 = D+
360 – 379 = A-	309 – 319 = C+	253 – 268 = D
349 – 359 = B+	293 – 308 = C	240 – 252 = D-
333 – 348 = B	280 – 292 = C-	Below 240 = F

The **course format** consists of short lectures, films (7), group activities, group presentations, and class discussions. Students should read the assigned material(s) BEFORE coming to class. I expect students to be prepared and ready to engage in class discussion based on the readings.

Attendance and participation accounts for 15% of your grade or 60 points. An **absence** means a deduction of 1 point; **tardiness** or leaving class early leads to a subtraction of 0.5 point. I take attendance at the beginning of class. If you are late, make sure I mark you down at the end of class; otherwise, my record will show you have an absence. You are given automatic excuses for 2 absences and 2 tardies; *after that, I accept no excuses unless it's life threatening*. You will need to provide proof of emergencies. We have 30 meetings days so you can earn 30 points from attendance. The other 30 points are from participation. Participation includes student's thoughtful contribution to class discussion. Babbling without having read class materials does not count. I will intermittently record students' participations

during class. In addition to class participation, students can also use the class **web discussion forum (in Moodle)** as a way to further discuss issues raised in class. Thoughtfully asking relevant questions, answering others' questions, and commenting on others' responses are ways of earning participation points aside from in-class participation.

Pop quizzes are given intermittently to ensure that students are reading or watching the assigned materials. The quizzes vary in points depending on difficulty of the question and they total 100 points or 25% of your grade.

To facilitate class engagement and students' research, **a group presentation and notes** are required of students to earn 15% of the total grade or 60 points. Students need to sign into a group to start their research. More guideline will be provided to help students carry out the research and to prepare students for the presentation. On the presentation day, students are to hand in both their group notes (hard copy) and their PowerPoint presentation file (digital).

In lieu of a midterm exam, we have a **midterm paper**. To enable students to have a deeper understanding about immigration, students are assigned to interview an Asian American immigrant who is at least 25 years of age. Students will be grouped into teams to work on different groups (e.g., Pilipino, Chinese, Korean, South Asian, Southeast Asian refugees, Southeast Asian immigrants, and Japanese). A guide will be given to help students come up with questions to ask their interviewees. Students are to document their subject's migration and adaptation story. Each student is to write a story about their interviewee's life. Applying concepts and ideas learned in class, each student is then to write an outline about their analysis of their interviewee's life with special attention to contexts of emigration, migration and settlement and factors that facilitate or hinder their interviewee's migration and adaptation. This **midterm paper** is 25% of your grade or 100 points and is **due on Week 9**. Further guidance will be given on this assignment.

The final is not an exam but a **final paper** that will be collected on final day. Students who finish their essays ahead of time are welcomed to turn them in early. The final essay is a means of assessing students' comprehension of class materials by requiring that they apply concepts learned in class to rewrite and expand ideas from their midterm essay. Students will need to provide an analysis of their case study to the larger patterns of Asian migration. The final paper is worth 80 points or 20% of the total grade. Further guides will be given on this assignment.

To succeed in this class, you need to do well in all the requirements listed. The following section provides you with suggestions.

ADVICES TO STUDENTS ON PROFESSIONAL DEVELOPMENT

Things to do to be a professional student:

1. Be organized and allocate study time (3 units = ~ 8 hrs/wk) for this class as well as your other classes.
2. Attend class regularly and arrive on time.
3. Be respectful of everyone in class and keep an open mind.
4. Contribute positively to class discussion by active listening and thoughtful commenting.
5. Read or do assignments before class and arrive prepared to discuss assignments.
6. Hand assignments in on time, typed, and stapled in the format asked.
7. Take notes in class and on assigned readings. Go over them for reinforcement and write down questions on items you still need clarification. Ask these questions in class.
8. **ASK QUESTIONS** when you don't understand. Remember, the best way to learn is to ask questions.
9. If you miss a film, go to the media library on the 2nd Floor of Oviatt Library to watch it.
10. Visit the professor during office hour for extra help, if need be, or just to familiarize yourself to speaking to your professor and to keep in touch in case you ever need a recommendation letter.
11. You may want to consider utilizing our campus resources.

CAMPUS RESOURCES

<u>NAME</u>	<u>PHONE</u>	<u>LOCATION/URL</u>
Asian American Studies Department	X4966	http://www.csun.edu/aas
The Advising Resource Center / EOP provides academic advisement services to all undecided or undeclared students.	x2108	Student Services Bldg 210. http://www.csun.edu/eop/arc.html
Career Center	x2878	University Hall Suite 105 http://www.csun.edu/~hfcar009/
Center on Disabilities	x2684	http://www.csun.edu/cod/center.html sdr@csun.edu
Counseling Services	x2366 x7834 TDD	Student Services Bldg 520 http://www.csun.edu/~cs46896/
Learning Resource Center	x2033	Student Services Building (SB408) http://www.csun.edu/~hflrc007/
National Center on Deafness	x2054	http://ncod.csun.edu/
Pride Center provides support to gay, lesbian, bisexual, transgender, intersexual, queer and questioning students	X4355	University Student Union, near Student Recreation Center http://pride.csun.edu/
Women's Center	x2780	http://www.csun.edu/~ws20500/center.html
The Writing Center	x2033	The Writing Center (SB414) http://www.csun.edu/~hflrc006/
Guide to do a Library Research		http://library.csun.edu/strategies.html

Students with Disabilities

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.

As our world becomes more integrated and as we have to work with people who come from diverse backgrounds and have different norms and values, it becomes more important that we learn to be culturally sensitive and to work through our differences in a respectful way. This class hopes to bring your awareness and practice to part of this effort of collaboration. In a world of limited resources and climate change, we will all need to learn to work together for the sustainability of this planet. I ask that students remain open to learning new things and to share your ideas with classmates. I encourage you to work and study together and to help improve each other's skills. Some are better at writing; some at reading comprehension, some at analysis, and yet others are great with visual or oral presentation. You can all learn from each other and to improve skills that are weak.

Having encouraging you about collaboration, however, please note the difference between group work and individual work. If it's not your work or idea, please credit the appropriate person. Given that there are two major writing assignments that are worth 45% of your grade, please make sure you do not accidentally commit plagiarism.

What is Plagiarism?

Plagiarism is a serious academic offense. Please read below to learn more about it [excerpt from http://library.csun.edu/Research_Assistance/plagiarism.html, Retrieved September 27, 2007].

To plagiarize means to:

- Steal and pass off (the ideas or words of another) as one's own;
- Use (another's production) without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (*Merriam-Webster Online Dictionary* definition of "plagiarize," retrieved June 20, 2005)

CSUN Policy on Plagiarism

. . . Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. . . .

(*California State University Northridge Undergraduate/Graduate Catalog, 2006-2008*, p. 535)

Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a citation. Proper citation style for any academic department is outlined by the *MLA Style Sheet* or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library. [See also: [Online Style Guides](#)]
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Adapted from: *California State University, Northridge Undergraduate/Graduate Catalog, 2004-2006*, p. 531-2 (Retrieved June 20, 2005)

In this class, if you are caught plagiarizing, you will receive a zero on your work. Repeated offenses can lead to failing the course or even expulsion from school.

Course Schedule for AAS 360, Fall 2014

Week 1, 8/26 & 8/28

Introduction

- Overview of course syllabus & professor introduction
 - Pre-class survey
 - Attendance Call
 - Go over class survey answers
 - Go over syllabus: Introduction of professor and her expectations
 - Concepts: emigration; migration; immigration; theory
 - Watch video called [The Miniature Earth](#). How did we get to here?
 - 2 minutes reflection
 - Concepts: emigration; migration; immigration; globalization; adaptation; theory
 - **Homework**
 - Log into Moodle and create a profile for yourself with a photo.
 - Watch [video about wealth inequality in the U.S.](#).
- Student Introduction
 - Discuss students' expectations and responsibilities
 - Introducing each other and getting into teams to do class work.
 - Go over homework video on wealth inequality in the U.S.
 - Causes of wealth inequality discussion
 - Fish analogy – Critical perspectives
 - Concepts: critical perspectives; power & knowledge nexus; theories & political implication; model minority thesis; cultural explanation; dependent and independent variables; exogenous and endogenous factors
 - **Homework**
 - Read and take notes on "[Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing](#)" by Andrea Smith. Original publication in *The Color of Violence: The Incite! Anthology*, edited by INCITE! Women of Color Against Violence, pp. 66-73, in 2006.

OVERVIEW ON WORLD MIGRATION & ITS IMPACTS

Week 2, 9/2 & 9/4

Issues, Stories, Trends, and Explanations/Theories

- Approaches and Explanations or Theories
 - Quiz #1
 - Discuss Andrea Smith's Three Pillars of White Supremacy
 - Our interconnectedness: Ethnic Studies and Immigration Studies, Area Studies, Developmental Studies and Environmental Studies
 - Detox Campaign – Fashion and pollution
 - Homework:
 - Read Chap. 1 from *The Age of Migration* (TAM)
 - Watch "Made in Asia: Fast, Cheap, and Fair?" (45 min.) NY: Films Media Group, 2009.
 - Find possible interviewees via classmates and friends
- Stories and Interview
 - Discuss Chap. 1 from TAM
 - Handout on interviewing for Midterm paper
 - Homework
 - Read Chap. 2 from TAM
 - Start signing up for a group (ethnic or panethnic) based on ethnicity of interviewee

Week 3, 9/9 & 9/11

Theories of Migration - Chap. 2 from TAM

- Economics; Historical-Structural; Migration Systems & Networks; Transnational theory
 - Signing up for group research and presentation - DUE
- Migration & Settlement; Race, Ethnicity, Gender; Culture, Identity; State, Nation & Citizenship
 - HWK: Identify and contact interviewee to set up interview

Week 4, 9/16 & 9/18

Globalization, Development and Migration OR How Migration Transforms Societies - Chap. 3 from TAM

- Globalization; Social Transformation; Migration & Development; Economic and Social Remittances
- Brain Drain or Circulation; Circular & Temporary Migration; Diasporas and Migration and Development Policies; Migration Transition
 - Go over Group Research and Presentation
 - HWK: Interview and take notes

Week 5, 9/23 & 9/25

Pre-1945: A Glance into the Past – Chap. 4 from TAM; Chap. 1 from Probationary Americans (PA)

- Video “The Sentimental Imperialist” Part 9 of the Pacific Century. 1992. Call No. 85206.
 - Chap. 4 from TAM
- Video “Carved in Silence” 45 min. 1988. Produced and Directed by Felicia Lowe. Cross Current Media. Call No. 82718.
 - Introduction from PA
 - HWK: Write up interviewee’s story

Week 6, 9/30 & 10/2

Since 1945 and the Asian Pacific Rim – Chap. 5 & 6 from TAM 4th Edition OR Chapter 6 & 7 from 5th Edition

- Chapter 6 from TAM
 - *Quick review of Migration in Europe since 1945*
 - *Migration in the Americas*
- Chapter 7 from TAM
 - HWK: Do initial analysis outline

Week 7, 10/7 & 10/9

Migration Trends and Current Policies

- Probationary Americans: Chapters 2, 3
- Consultation on draft of student’s interview paper

Week 8, 10/14 & 10/16

The Unwanted

- Probationary Americans: Chapters 4
- Probationary Americans: Chapters 5

CASE STUDIES OF DIFFERENT MIGRANT GROUPS & THEIR IMPACTS

Week 9, 10/21 & 10/23

Refugees from Southeast Asia

- Video “Becoming American: The Odyssey of a Refugee Family” by Ken and Ivory Levine. 58.5 min. 1983 Iris Films. New Day Films. Call No. 84167.
- **Midterm Paper is due**
 - Group research update

Week 10, 10/28 & 10/30

Immigrant Entrepreneurship & Ethnic Enclave

- Video “Clash of Colors – The LA Riots of 1992” 1:21:02 (2012)
http://www.youtube.com/watch?v=An8LJ_fv0mo
- Nopper, Tamara K. (2010). “Colorblind Racism and Institutional Actors’ Explanations of Korean Immigrant Entrepreneurship.” *Critical Sociology* 36(1):65-85.
<http://crs.sagepub.com.libproxy.csun.edu/content/36/1/65.full.pdf+html>

Week 11, 11/4 & 11/6

Migrant Professionals

- Probationary Americans: Chapters 6, 7
- Probationary Americans: Chapter 8

Week 12, 11/11 & 11/13

Group Presentation on Community Profile

- Group updates and practices
- Group Presentations

Week 13, 11/18 & 11/20

The Undocumented

- Students
 - Tracy Lachica Buenavista and Tam Tran. (2010) “Undocumented Immigrant Students” in Encyclopedia of Asian American Issues Today, edited by Grace J. Yoo and Edith Wen-Chu Chen. Santa Barbara: Greenwood Press, 253-260.
- Citizenship and Militarization
 - Tracy Lachica Buenavista (2012) “Citizenship at a Cost: Undocumented Asian Youth Perceptions and the Militarization of Immigration.” *AAPI Nexus* 10(1):101-124
- Facts
 - Randolph Capps and Micheal E. Fix. “Undocumented Immigrants: Myths and Reality.” Urban Institute, October 25, 2005.
http://www.urban.org/UploadedPDF/900898_undocumented_immigrants.pdf
 - Jeffrey S. Passel, Randy Capps, and Michael Fix (2004) “Undocumented Immigrants: Facts and Figures.” *Urban Institute Immigration Studies Program*.
http://www.urban.org/UploadedPDF/1000587_undoc_immigrants_facts.pdf
 - Maria E. Enchautegui. “More than 11 Million: unauthorized Immigrants and Their Families. Fact Sheet. *Urban Institute*. <http://www.urban.org/UploadedPDF/412979-more-than-eleven-million-fact-sheet.pdf>

Week 14, 11/25 (No class on Thursday 11/27 b/c of Thanksgiving Holiday)

Human Trafficking; Domestic Violence

- *Guest Speaker from CPAF on immigrant women’s issues*

Week 15, 12/2 & 12/4

Modern Slavery

- *Captive Servants and Child Prostitutes*. (2010) NY: Films Media Group. (45 min.)
- *Debt Bondage and Child Soldiers*. (2010) NY: Films Media Group. (45 min.)

Week 16, 12/9 and 12/11

Conclusion

- Conclusion: Immigration and Public Policy
- ***Final Exam is in the same classroom from 12:45 to 2:45 PM.***

SUGGESTED QUESTIONS FOR NOTE-TAKING OF READINGS AND VIDEOS **READING CRITICALLY**

Questions to Answer:

- 1. What is the larger context of why this article was written? To what is the author responding?**
I hope that you will begin to ask this question for everything you read. All perspectives are partial and you need to not only know where **the article** is situated in the larger sociopolitical debate but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author's own background is mostly a factor in the reason for the essay. [e.g., The article is about "lazy welfare mothers" and thus it contributes to the *debate on welfare reform.*]
- 2. What is the author's main argument?**
Search the reading for the thesis statement and either quote or paraphrase it with citation (page number, and location in page). Explain clearly what the main argument of the author is. If question #1 is about motive, this question is about what the crime is. [e.g., The main argument by the author is that we need welfare reform because welfare mothers are lazy and are just abusing taxpayers' generosity.]
- 3. What are the evidences the author used to support his/her argument?**
Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How was the data compiled? Elaborate on at least three specific evidences the author makes to support his/her thesis. [Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc. and what are the evidentiary data?]
- 4. Are the arguments compelling?**
This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged to you. Sometimes people have facts that don't support their argument. So, you need to make sure their facts back the argument the author makes. Just because something is written, doesn't mean it's true. [Despite the fact that the author may have support for his/her argument, can that evidence be generalized to the larger population or other populations? What is the reliability (duplication) and validity (operationalization) of this work? Can you come up with counterarguments?]
- 5. What questions arose for you from reading this article?**
This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. [What issues did the author not address?]
- 6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?**
Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think for yourself as you become more reflexive of the information around you, those that you readily accept and those that challenge the foundation of your values.

VIEWING FILMS and PARTICIPATING IN EVENTS CRITICALLY

General Questions to Answer for Extra Credit Assignment on Films/Events:

- 1. What is this film/event about?** (What is the setting? Who are involved? What happened or how did this end?)
- 2. What do you think is the point/or message of this film/event?**
- 3. What do you think is the larger context to which this film/event is responding?**
- 4. How does this film/event fit into this class? What class concepts, ideas, or issues are raised?**