

LIB 401: VISIONARY THINKERS IN THE AMERICAN MOSAIC, YURI KOCHIYAMA & GRACE LEE BOGGS

SPRING/ SUMMER 2015

Course Description

A variable topics course that focuses on the life and work of Yuri Kochiyama and Grace Lee Boggs, significant contributors to the American mosaic and thereby the United States' vision of diversity. Kochiyama and Lee Boggs are key figures to locating Asian Americans within the civil rights movement.

Course Objectives

- Explore the length and breadth of Kochiyama and Lee Boggs' activism
- Situate and evaluate their lives within historical contexts
- Identify, describe and synthesize their key contributions to the Asian American community and civil rights movement
- Evaluate their legacies and relevance to the modern world

This course fulfills the requirements for the following GEC categories: U.S. Diversity. Students will learn to:

1. Examine the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the U.S.
2. Examine how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age, sexual orientation, religion or common history.

Skills Goals

Information Literacy: Students will learn to:

- Develop a search plan that articulates the specific information needed.
- Execute a plan for accessing information using appropriate search tools.
- Evaluate the quality, usefulness, and relevance of the information.
- Communicate results ethically and appropriately.

Ethical Reasoning: Students will learn to:

- Recognize ethical issues when presented in a complex situation.
- Demonstrate their understanding of key concepts and principles underlying various systems of reasoning.
- Participate in activities that engage them in ethical reasoning.
- Demonstrate the ability to deal constructively with ambiguity and disagreement.

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Virtual Office Hours: Please email me to schedule an appointment. Please make sure to suggest multiple dates/times.

Email is usually the best way to contact me.

Please include LIB 401 in the subject line.

Emails should always include a subject, a greeting, and a signature. Emails not addressed in this way will not be answered. **I will respond to your email within 24-hours** on weekdays, and by Sunday evening at the latest on weekends (beginning Friday evening). *Students must check their emails every 24 hours to ensure they are aware of communications sent by Professor McKee.*



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Required Texts (Available at the Bookstore)

- Daryl J. Maeda, *Chains of Babylon: The Rise of Asian America* (University of Minnesota Press, 2009, ISBN: 978-0816648917); Available as an e-book from the GVSU library.
- Diane C. Fujino, *Yuri Kochiyama: Heartbeat Struggle* (University of Minnesota Press, 2005, ISBN: 978-0816645930); Available as an e-book from the GVSU library.
- Grace Lee Boggs, *Living for Change: An Autobiography* (University of Minnesota Press, 1998; ISBN: 978-0816629558); Available as an e-book from the GVSU library.
- Students must rent *American Revolutionary: The Evolution of Grace Lee Boggs* (2014) (1:24:10); Available via: https://play.google.com/store/movies/details/American_Revolutionary_The_Evolution_of_Grace_Lee?id=w2-e8eERg_c&hl=en or https://www.youtube.com/watch?v=w2-e8eERg_c; The library also has a copy on reserve.

What to Expect in an Online Course

You should expect to spend as much time in study and preparation, or perhaps more, as a classroom-based course since you are managing your own learning using the information and resources located in Blackboard. This requires that you be self-disciplined, motivated, and have some skills using a networked computer and a Web browser. The content and rigor of an online course offered by GVSU is equivalent to the on-campus, in-class version of the same course. Please make sure to complete the **BEGIN HERE** module on our course Blackboard site to learn more about the course navigation.

Advice

If this is your first time taking a hybrid or online course at GVSU, you might want to go through the GVSU Online Learning Orientation. This tutorial will help to prepare you for what is involved in being an on-line student. You will learn the features of Blackboard, determine if your computer meets the technical requirements, and hopefully get a sense as to whether learning on-line is something that is right for you. Please use the following links to access the GVSU Online Learning Orientation & Assessment:

1) **Online Learning Orientation:** <http://www.gvsu.edu/online/an-orientation-for-learning-in-the-online-and-hybrid-formats-13.htm>;

2) **Online Learning Readiness Assessment:** <http://www.gvsu.edu/online/tools.htm>

For more information on Blackboard please see: http://www.gvsu.edu/cms3/assets/47FDD052-F754-BF04-D8DBE5FB47C87DE8/bb911_handouts/stu911_handouts/stu911_guide.pdf and <http://www.gvsu.edu/it/learn/>

For **technology related questions**, please contact the Help Desk at helpdesk@gvsu.edu or 616-331-2101.

Updated Email

Many of you have already updated your email address through Blackboard, but for those of you who have not or do not remember if you have, please log on to Blackboard (<http://bb.gvsu.edu>) and make sure the email address that shows up in Blackboard is the one that I can use to contact you.

Hardware/Software Requirements

Students must have access to sufficient hardware and software to complete the course. The minimum requirements to access the course materials through the Internet are:

- Access to a **High Speed Internet connection** (a modem or dial-up connection may not suffice)
- Microsoft Word and Power Point 2000 or later preferred (Word Perfect and Works are not acceptable word processing applications for the course assignments)

Netiquette

Operating on discussion boards, similar to other social networking tools, often increases the risk that we will slip into informal chat or text speak, such as L8R 2day wut ru doing. While I'm not saying that shorthand phrases like BTW, LMAO, or LOL are not helpful when we're communicating with friends IRL (in real life) while on social media, this informal language does not belong in discussion posts. **Refrain from**

using emoticons and emojis. This language should **only arise IF** it is relevant to a topic we're discussing.

I expect that you will view your posts as opportunities to hone your writing skills. While, I'm not expecting perfection, **grammar and spelling should be reviewed prior to the submission of posts and comments.** Also, **remember to cite**, don't plagiarize!

All students should **maintain a professional attitude** in their discussion board posts. Remember

that computer, phone, table screens create a barrier between one another in an online course. The tone, inflection, and meaning behind statements may not be clear in written form. **In other words, consider how SOCIAL CUES LIKE TALKING IN CAPS means "shouting."** Utilize this course as an opportunity to clarify your ability to communicate in written form as you consider how to best convey your message fully.

Course Requirements & Grading

Intro./Syllabus Quizzes	5%
Attendance & Participation	20%
5 Reading Responses	15%
Current Media Analysis	10%
Annotated Bibliography	20%
Final Project	30%

Intro./Syllabus Quizzes: 5%

Students will **be required to take a syllabus quiz in the 1st week** as participation.

Students also must **introduce themselves via the appropriate Blackboard Discussion Board** thread, "Introductions." You must provide a **photo** of yourself and a 2-3 sentence introduction. Why are you interested in the course? What are you hoping to learn throughout the semester?

Attendance and Discussion Board Participation: 20%

Active participation is a critical part of the learning experience in this course. Online class discussions are meant to encourage us to think critically about both the content of this course and the world around us. Together, we will be producing knowledge rather than merely consuming it. Please engage in respectful discussion.

We represent a multitude of different personalities, and diverse backgrounds, beliefs, and opinions. Please do not attack your fellow students for voicing their opinions. It is crucial that students come to class having completed all assignments and prepared to participate meaningfully in class discussions

The inclusion of multiple, and even contrasting, viewpoints will help us with this, and participation is required from everyone. This

***TERMINOLOGY:** When discussing African Americans, Asian Americans, Latinos, etc., please utilize the term **people of color**. The term "colored people" is highly racially charged and problematic in the way in which it was used during the time of the Jim Crow south. Please utilize the term "American Indian" or "Native American" and **NOT** "Indian" unless directly citing from a text. Please utilize the term **LGBTQ** versus " "homosexuals" due to the ways in which the term homosexual is pathologized in mainstream society.*

We need to think of how language keeps evolving in response to individuals from marginalized groups calling for the use of new language. I also encourage you all to remember that discussion should foster a safe space.

classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy.

This is a **student-led** discussion. I will moderate comments and facilitate the direction of the discussion as needed. **If at any time anyone is disrespectful to anyone in the class, I reserve the right to remove posts and address students individually.**

Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it.

What does participation look like online? (Adapted from Prof. Diane Maodush-Pitzer and Prof. Danielle Lake)

Participation in online discussion is an essential part of this course and students are expected to read and respond to discussion threads or messages with substantive postings. To merely agree or say "good point" is not an adequate response. A **substantive post** is 250-300 words and respond to a question/

comment by Professor McKee or a peer. This post should do one or more of the following:

1. Clearly supports a position
2. Offers a contrasting or divergent point of view
3. Begin a new topic (highlights what you found interesting in the reading)
4. Adds to existing discussion by critically engaging the comments or moves the discussion forward
5. Acknowledges previously posted ideas

Make sure you support your position with specific evidence from the readings (and cite properly). Do not be reluctant to constructively challenge and test each other's ideas, assumptions, and reasoning (including your own and mine).

Posts are due Saturday at NOON EST. Posts are based on the weekly readings/lectures/media as listed on the syllabus.

How often do I complete discussion board posts?

Every week you are required to participate in two ways: you must **post two questions** on the assigned readings/lectures and **you must respond twice** to your classmates'

questions on the assigned reading. Posts are due weekly by Saturday at NOON EST.

Active participation is expected every week. Active participation will involve you completing a total of **four posts (two questions or comments AND two responses)** at minimum.

AT LEAST ONE QUESTION/ COMMENT AND ONE RESPONSE POST should be completed by **Wednesday of each week**

(because schedules vary posts can *always* also be done ahead of the midweek deadline as well). This requires that you visit the discussion forum **at least twice** throughout the week. Following up in a timely manner ensures that a discussion does not hang up or end without issues/questions being addressed.

If you fail to post questions or responses within the 24-hour period of the date on the syllabus, you will be marked absent for the day. You lose 5 attendance and participation points for every missed post.

I will also **post video lectures** with relevant information for each class period, helping us make connections between texts from class period to class period. You are expected to draw on this material in your discussion posts (questions or responses). **I recommend that you listen to the lectures before you begin your discussion posts.** If you rarely draw on the lectures, your attendance and participation grade will reflect that. **If you have missed more than 6 posts by the 4th week of class or more than 10 posts in the semester, you will automatically fail the course.**

How will discussion posts be graded?

Proficient (A-Level): Participation is very civil, (responds to each other with courtesy and respect even in disagreement); constructive, (helps others and self develop their own ideas); and rigorous (frequently challenges ideas constructively;

nearly always backs up ideas with specific quotations and summaries with page references from the readings, proposes new ideas and fresh perspectives). Participation includes numerous postings (sometimes exceeding the minimum required posts) and reflects a deep engagement with course material

Competent (B-Level): Participation is civil, (responds to each other with courtesy and respect); constructive (helps others and self develop their own ideas), generally rigorous (often backs up ideas with specific quotations and summaries with page references from the readings, proposes some new ideas; often challenges ideas constructively). Participation reflects sufficient number of posts (complete the required minimum) and sufficiently engages the course material.

Emergent (C-Level): Participation is somewhat civil (responds to each other without blatant disrespect); somewhat constructive, (sometimes helps others and self develop their own ideas but other times tends to primarily repeat or affirm previous comments) and/or somewhat rigorous (occasionally challenges ideas or presents new ideas but tends to repeat ideas already stated; occasionally backs up ideas with specific quotations and summaries with page references), but needs to be more so, in order to better help others and self to develop ideas. Participation reflects sufficient number of posts (complete the required minimum) and somewhat engages the course material (not entirely clear if the student completed the weekly assigned readings/lectures/media).

Deficient (D-Level): Participation doesn't engage in the discussion much or in much depth, does not relate comments directly to the texts, or presents comments without much civility or is presented without much rigor; doesn't help others and self to develop ideas. Postings are too brief and reflect a lack of engagement with course content.

Reading Responses: 15%

Over the course of the semester (beginning **Week 2**), I will assign in-class writing during your video lectures. These can only be completed prior to the end of your posting time (Saturdays at 12pm EST). They cannot be made up if a student is absent. **You are required to complete five reading responses, submitted to Blackboard** (Assignments > Reading Responses). I will offer seven opportunities throughout the semester and count the highest five scores. The intent with these writings is to have students display a foundational knowledge of readings for the day and to get feedback from the professor on your analysis. Your responses must be **at least 400-500 words and demonstrate your engagement with course material.** These five responses should be **submitted in the correct Blackboard folder.**

Responses should summarize and critically engage with the material. These are not simply personal responses (I liked it/I hated it), but are the beginnings of critical investigations of course content.

Current Media Analysis: 10%

At any point before **July 10, 2015 at 11:59 pm EST**, students will submit a Current Media Analysis of 750-900 words (approximately 3-4 pages long) in the **Current Media Analysis Blackboard Folder**. This consists of finding an example from the media that addresses the core messages and activism of Lee Boggs and Kochiyama. This analysis paper should connect your selected object of study to our course content.

An article from a magazine/newspaper, a clip from a film, an episode of a television show, a music video, a print or TV interview are all acceptable forms of media to analyze.

- Your analysis should: Include a description of what the media piece says/does/performs/argues (~1 page).

- Address why you chose the piece. How does this piece demonstrate or complicate something we have discussed in class (~2-3 pages). Remember that an intersectional analysis of gender, race, class, sexuality, physical or mental ability complicate the way we analyze these artifacts.
- Cite two or more course readings. Use these sources efficiently, to compare/contrast information or ideas, or as a tool for analysis.
- Include a Works Cited page, with a proper citations.

A rubric outlining the grading process is available under Assignments in Blackboard. **Students may submit this assignment at any point between Weeks 2 - 10.**

Annotated Bibliography: 20% (Adapted from Prof. Wendy Burns-Ardolino)

As you know, when you complete a research project you generate a bibliography to list the sources from which you derived the information. An annotated bibliography is a bit different in that below each entry, you include a paragraph discussing the quality of the source (how useful it was, what information you got from it, what kind of source it is, for which components did you use the information). **These sources are to help you design and complete your final research project.**

An annotated bibliography can be generated as part of the research process for a research paper or project, as it allows you to generate a "quick reference guide" for the information you are in the process of (or planning to) researching for the project. It is, primarily, intended as a tool to help *you* keep your source material organized. In addition, it offers Prof. McKee the opportunity to offer suggestions for additional resources that are not covered in your research thus far, and the ability to (re)direct research that is seeming to go off in a potentially unproductive direction.

You will select articles from refereed journal articles, government publications, and published books. If you're not sure about what makes a source scholarly or substantive, these two videos explain them.

- [How to Identify Scholarly Journal Articles](#)
- [How to Identify Substantive News Articles](#)

Click [here](#) for more information on how to identify a scholarly source.

The articles you find relevant are to then be summarized. Your summary is to accomplish the following: a) **Briefly summarizes** the resource's topic(s), main points (argument), etc. (this need not be extensive, you simply need something to distinguish this source from the other sources). b) **Evaluates the source**, in terms of the source's *credibility*. Thus, your final document will consist of a **citation of the source** (in the proper format), a **brief summary** of the sources main points (specifically, how this source is *unique* from the other sources you have researched on the same topic), and an **evaluation of the source** (i.e. the source's *credibility for each source you want to include*). For this assignment you must complete an **annotated bibliography of 8-10 sources**. The citations must be done in a consistent format (e.g. APA, MLA, Chicago). Please refer to the "How to Cite" page on Blackboard under Assignments.

This assignment is due on **July 1, 2015 by 11:59pm EST** to the correct Blackboard folder.

A rubric outlining the grading process is available under Assignments in Blackboard.

Final Project: 30%

Your final project will be *creative* in nature, rather than a traditional research paper on the topic of the legacies of Yuri Kochiyama and Grace Lee Boggs. You must notify Professor McKee of your selected

option (See below for project options) by July 1, 2015 upon submission of your annotated bibliography. Please note that you cannot change your topic after that date, so please choose carefully:

1. Writing in the voice of either Kochiyama **or** Lee Boggs, create a 10-12 double spaced page editorial on the impact of #BlackLivesMatter in the Asian American community.
2. In the voices of Yuri Kochiyama **and** Grace Lee Boggs, write two letters to future activists. Each letter must be 5-7 double-spaced pages in length.
3. Create a 5-8 minute digital narrative exploring the legacy of **either** Kochiyama **or** Lee Boggs. Please see our Blackboard site for more information re: "what is a digital narrative" under Assignments > Final Project.
4. Write a 10-12 double spaced paper examining the impact/legacies of either Kochiyama **or** Lee Boggs.
5. Other Original Idea: Propose your idea to me via email no later than June 26, 2015 (mckeeki@gvsu.edu).

More information concerning this project will be provided on June 1, 2015 by Professor McKee via Blackboard and email notification. Your 8-10 annotated bibliography sources should serve as the foundation for your work. In each creative activity, please make sure you properly cite your sources.

The assignment is **due 8/4/15 by 11:59pm EST** via correct Blackboard folder.

Check out mckeekimberly.com to learn more about my teaching philosophy.

DEADLINES TO REMEMBER

July 1 st	Annotated Bibliography due (11:59pm EST)
July 10 th	Last day to submit Current Media Analysis paper (11:59pm EST)
August 4 th	Final Project due (11:59pm EST)

Discussion board posts must be completed by **Saturday 12pm EST** every week that class is held.

Reading responses will be announced in video lectures. You must complete **five responses**.

Course Policies

Late Assignment Policy for Written Work

I do not accept late discussion board posts after 24-hours or reading responses.

Current Media Analysis papers, Annotated Bibliographies, and Final Papers will not be accepted after 72 hours of the deadline.

- **10 points** will be deducted from assignments submitted **within twenty-four hours of the deadline**
- **15 points** will be deducted from assignments submitted **between twenty-four and forty-eight hours of the deadline**
- **20 points** will be deducted from assignments submitted **between forty-eight and seventy-two hours of the deadline.**

I will not grant extensions unless prior arrangements have been made. Proper documentation is required.

Academic Misconduct and Plagiarism

All students are responsible for doing their own work and plagiarism will NOT be tolerated. Plagiarism, or the use of another's

words without proper citation, or any form of cheating during the midterm, will result in an F for the assignment and possibly the course. A report will be made to the student's dean and the Center for Academic Integrity so that they may also take appropriate disciplinary action. You may refer to GVSU Student Code Section 223.01 for GVSU's policy. All of the following would constitute plagiarism:

- Using someone else's idea without citing the source where you found that idea.
- Using someone else's structure or organizing strategy without citing it. This often occurs when a writer takes a paragraph out of a source and simply paraphrases each sentence while leaving the original author's structure intact.
- A verbatim (copied directly) phrase or passage that is not quoted

Avoid plagiarism by properly citing your sources. **Remember, the purpose of citations is to give credit to another's work.** You should cite when you directly quote another source or paraphrase someone else's ideas as these are not your original thoughts.

Resources

I strive to create a fully inclusive classroom, thus I welcome individual students to approach me about distinctive learning needs. I encourage students with disabilities to have a conversation with me and disclose how our classroom or course activities could impact the disability and what accommodations would be essential to you. You will also need to have a conversation about and provide documentation of your disability to [Disability Support Resources](#) (616-331-2490).

If you require writing assistance, please visit [The Fred Meijer Center for Writing](#) (616-331-2922).

For questions concerning library resources, [please visit the Liberal Studies Course Guide](#). You may also contact our liaison librarian, Bob Schoofs at schoofsr@gvsu.edu or (616) 331-2636.

Grading

If Prof. McKee provides students a rubric for the assignment, she highly suggests students review the rubric to ensure they are meeting all of the assignment benchmarks. In other words, make sure you are fulfilling all of the necessary components of the assignment.

Grade distribution:

A = 100-93	A- = 92-90
B+ = 89-87	B = 86-83
B- = 82-80	C+ = 79-77
C = 76-73	C- = 72-70
D+ = 69-67	D = 66-60
F = 59-0	

Grade Definitions:

[A] Outstanding. Work displays thorough mastery of material, exceptionally good writing, and genuine engagement with the subject-matter.

[B] Good. Work displays accurate understanding of the material; writing is clear and free of mechanical errors.

[C] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy. Writing quality acceptable.

[D] Marginal. Work displays a grasp of the material adequate for credit, but quality of work indicates lack of effort or aptitude.

[F] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

Course Plan

BLA = posted on Blackboard / YK = *Yuri Kochiyama: Heartbeat of Struggle* / LFC = *Living for Change: An Autobiography* / CoB = *Chains of Babylon: The Rise of Asian America*

Information on this course schedule is an outline and is subject to change either due to professor or collective class decisions. Students will be told in advance of the change and an updated syllabus will be posted to Blackboard.

ONLINE POSTINGS DUE EVERY SATURDAY @ NOON EST

Date Due	Topic	Reading/Activity Due
Week 1 S, 5/9	Introduction to the class & framing the discussion	<ul style="list-style-type: none"> Syllabus (read closely) View Advancing Justice, "AAPI Civil Rights Heroes: Yuri Kochiyama" View Advancing Justice, "AAPI Civil Rights Heroes: Grace Lee Boggs" (2:02) Read: Lee, Gordon (2003) "The Forgotten Revolution." Hyphen Magazine. (BLA) Read: Lei, Judy (2011) "Facing History: A Portfolio of Five Iconic Asian American Activists" Hyphen Magazine. (BLA) <p>Must complete an introduction on Discussion Week 1 and get a 70% on the intro./syllabus quizzes in Blackboard by Monday (May 11th) at 5 pm to have access to the rest of the course readings past Week 2</p>
Week 2 S, 5/16	Historicizing Asians in the United States	<ul style="list-style-type: none"> Read: Introduction and Chapter 1, CoB <p>Students may begin submitting Current Media Analysis papers.</p>
Week 3 S, 5/23	Asian American Activism Overview	<ul style="list-style-type: none"> View "Not on the Menu: Corky Lee's Life and Work" (14:11) Read: Chapter 11: "Politics and Activism in Asian America in the 1960s and 1970s" in <i>A New History of Asian America</i> by Shelley Sang-Hee Lee (Routledge, 2014) (BLA) CoB, Chapter 2
Week 4 S, 5/30	Histories & Voice	<ul style="list-style-type: none"> YK, Introduction – Chapter 2 LFC, Introduction – Chapter 2 View: Smithsonian Channel, "This Was Life for Japanese Americans During WWII" (3:39) View: PBS, "George Takei's Life in an Internment Camp" (2:48) View: Council on Foreign Relations, "Lessons Learned: Japanese-American Internment During WWII" (3:58)
Week 5 S, 6/6	Histories & Voice	<ul style="list-style-type: none"> YK, Chapters 3 – 4 LFC, Chapters 3 – 4
Week 6 S, 6/13	Yellow Peril Supports Black Power	<ul style="list-style-type: none"> CoB, Chapters 3 – 4 YK, Chapter 5 LFC, Chapter 5 View: Densho Oral History: Yuri Kochiyama (4:43)
JULY 14 – 20, 2015	OFFICE HOURS CANCELLED – PROFESSOR MCKEE WILL BE AVAILABLE BY EMAIL	
Week 7 S, 6/27	Yellow Power	<ul style="list-style-type: none"> YK, Chapters 6 LFC, Chapter 6 CoB, Chapter 5 – Conclusion

JULY 1, 2015	ANNOTATED BIBLIOGRAPHY DUE, July 1, 2015 at 11:59PM EST	
Week 8 S, 7/4	Revolution	<ul style="list-style-type: none"> View <i>American Revolutionary: The Evolution of Grace Lee Boggs</i> (1:24:10) (Available for rent via YouTube and Google Play - \$3.99; Please see weblinks on page 1.) YK, Chapter 7 Read: Selections from Scott Kurishigae and Grace Lee Boggs, <i>The New American Revolution: Sustainable Activism for the Twenty-First Century</i> (BLA)
JULY 10, 2015	Last day to submit CURRENT MEDIA ANALYSIS (due at 11:59pm EST)	
Week 9 S, 7/11	Revolution	<ul style="list-style-type: none"> YK, Chapters 8 – Epilogue View: “Yuri and Bill Kochiyama: on the road in Mississippi” (9:01)
Week 10 S, 7/18	Lasting Revolution	<ul style="list-style-type: none"> LFC, Chapters 7 – 9 Read: Na, Taiyo. (2014, August 28) “Yuri, Tupac, and a Harlem House.” <i>Hyphen Magazine</i>. (BLA) Read: Mura, David (2014, July 24) “Song for an Asian American Radical: Yuri Kochiyama.” <i>Hyphen Magazine</i>. (BLA) View: Blue Scholars – Yuri Kochiyama (Live on KEXP) (3:34)
Week 11 S, 7/25	Their Impact on Society	<ul style="list-style-type: none"> Read: Selections from Scott Kurishigae and Grace Lee Boggs, <i>The New American Revolution: Sustainable Activism for the Twenty-First Century</i> (BLA)
Week 12 S, 8/1	Looking Ahead: Asian American Activism in the 21 st Century	<ul style="list-style-type: none"> Read: Pham, Alex-Quan. (2015, February 4) “When You Become the Oppressive ‘Ally’: Asians, Anti-Blackness, and Accountability.” <i>Black Girl Dangerous</i>. (BLA) Read: Peruse the posts of Angry Asian Man (Phil Yu) (BLA) Read: Huang, Eddie. (2015) “Bamboo-Ceiling TV.” <i>Vulture</i>. (BLA) Read: Bao Phi. (2013, September 16) “War Before Memory: A Vietnamese American Protest Organizer’s History Against Miss Saigon.” <i>18 Million Rising</i>. (BLA)
Week 13	FINAL PROJECT DUE, August 4, 2015 at 11:59PM EST	