Honolulu Community College  
General Education – DIVERSIFICATION DESIGNATION  
Certification and Recertification  
_Application Form_  
Spring 2012

APPLICANT: Mieko Matsumoto  
E-MAIL: miekofm@hawaii.edu  
COURSE ALPHA and NUMBER: HIST296  
COURSE TITLE: Topics in History: Introduction to Asian American History  
ESTIMATED NUMBER OF SECTIONS:  
Fall:  
Spring: 1  
APPLICATION IS FOR:  
☒ New Course ☐ Modified Course ☐ Existing Course ☐ Re-designation  
☐ Certification ☐ Re-Certification. Date of last certification:  
DIVERSIFICATION AREA DESIGNATION SOUGHT:  
☐ DA (Arts) ☐ DP (Physical Sciences)  
☐ DB (Biological Sciences) ☐ DS (Social Sciences)  
☒ DH (Humanities) ☐ DY (Laboratory)  
☐ DL (Literature and Language)  
What percentage of the CONTENT of this course focuses on this diversification area? 100%  
What percentage of CLASS MEETINGS focuses on this diversification area? 100%
Guidelines and explanatory notes for the following questions are located at the end of this document.

1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

   DH1: Uses the terminology of historical, philosophical, language or religious studies. Student achievement of all SLOs will address this hallmark. In particular, SLO 3 (evaluate the historiography of the field of Asian American studies) will require students to not only understand the concept (and importance) of historiography but will also require them to critically analyze the works of prominent historians in the field of Asian American history. Students will be required to learn about the terminology and concepts of historical studies, for example, they will be required to differentiate between primary and secondary sources. Students will also be guided towards understanding (the concepts and uses of) transnational history, social history, and the social constructions of race, class, and gender.

   DH 2: Involves texts, artifacts, concepts, processes, theories, or issues of concern in these studies. Students in HIST296 will use historical texts (primary and secondary) and theories (in the related fields of history and sociology) on a regular basis in order to complete weekly class assignments and semester long projects. Student achievement of all of the SLOs will address this hallmark. For example, students will be assigned primary and secondary sources related to Chinese migration and will be asked to determine the causes and consequences of 19th century immigration in both China, the continental U.S. and Hawai‘i. This directly relates to SLO 1: demonstrate an ability to analyze and explain cause/effect relationships. In addition, students will be asked to reflect upon the ways in which immigration has shaped 20th and 21st century Hawai‘i (SLO2: demonstrate an understanding of the historical roots of current events). In order to achieve SLO6 (develop original written and oral arguments based on historical research and analysis) students will be required to complete semester long research projects which will require them to utilize primary/secondary sources. Specific theories and concepts significant to the field of history, including but not limited to: transnational history, social history and social construction, will be introduced and reinforced in class through the evaluation of the historiography of Asian American history (SLO3).

   DH3: Demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies. The SLO that most directly addresses this hallmark as SLO6: develop original written and oral arguments based on historical research and analysis. I will be seeking the Writing Intensive designation and will be assigning a semester-long research paper and shorter writing assignments that will require students to conduct extensive research, to develop original thesis statements, and to use historical evidence to support their statements. In addition, weekly responses and in-class discussion (based on assigned readings) will require students to hone their abilities to develop verbal and written arguments. These responses and discussions will be based on prompts that are focused on assessing student achievement of SLOs 1-5.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections
of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Student achievement of the SLOs will be assessed through mid/end of semester exams, readings based written responses, formal writing assignments, in-class discussions, and an end of semester evaluation. As stated in the previous question, readings based responses and in-class discussions will be based on instructor created prompts that will enable assessment of SLOs1-5. Formal writing assignments and in-class discussions will provide assessment opportunities for SLO6. Embedded questions will be used on mid-term and final exams in order to enable evaluation across multiple semesters. I do not anticipate this course being taught by more than 1 instructor at a time.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

I plan to use the assessment strategies listed above to modify the course every year. Analysis of weekly readings based responses composed by students will enable me to assess the effectiveness and accessibility of specific primary and secondary sources. In addition, mid term and final exam results will indicate weaknesses and strengths in course presentation. Finally, end-of-semester evaluations will provide the students with the opportunity to provide me with feedback regarding course content and assignments.
DIVERSIFICATION BOARD DECISION:

☑ Approved
   Re-Certification Due: Fall 2018

☐ Not approved
   If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 9/18/2013
PROPOSAL SUMMARY (Include reasons for adding course, and similar courses offered elsewhere, i.e. college, alpha, number, title):

Brief Explanaton
HIST296- Topics in History is a broadly defined course dedicated to current issues in World, American, Pacific, or European history. This proposal aims to create a HIST296 option focused on Asian American History. The subtitle for the course would be: Introduction to Asian American History.

Suggested Course Description
This course analyzes the historical development of Asian American communities in the Americas and Hawai‘i. Emphasis will be placed on situating the movements of Asians within local, regional, and transnational frameworks. Students will analyze the significance of race, gender, and class in shaping the experiences of Asian American communities. The communities covered include Chinese, Filipino, Japanese, Korean, South Asian, and Southeast Asian Americans.

Rationale
This course will provide students enrolled in the University of Hawai‘i system with the opportunity to learn about the history of Asian American communities in both Hawai‘i and the Americas while earning elective credits relevant to the Liberal Arts degree. The instructor is also submitting applications for the Diversification Humanities and Writing Intensive designations for the class, enabling the course to fulfill various graduation requirements. Asian Immigration is a significant aspect of Hawai‘i’s history and Asian communities have contributed widely to the development of Hawai‘i and the Americas from the 19th century onward. Thus, this class will enable students to critically analyze the development of their home state and nation. Additionally, this course will encourage students to apply their gained knowledge and historical inquiry skills to understanding current issues related to immigration, race, identity, and colonization. Based on experience teaching HIST152 the instructor believes that there is a good deal of student interest regarding Asian American history.

Similar Courses Offered Elsewhere
Asian American history is primarily taught in the Ethnic Studies Department at UH-Manoa at the 300 level (ES318 Asian America:Survey). In addition, the University of Hawai‘i-West Oahu campus offers a similar course titled, "Asian American History," numbered, HIST318. Offering introduction of Asian American History as a HIST296 course will diversify course options for students not yet ready for the challenges of an upper division course and/or enrolled in terminal 2-year programs.
**Course Data**

**Course Alpha & No.:** HIST296  
**Effective Term:** Fall 2014

**Course Type:** Regular  
**Experimental Course Expiration Date:**

**Title:** Topics in History: Introduction to Asian American History  
**Banner Title (30 characters):** Intro to Asian American

**Is this course certified to meet Career & Technical Education (AS/ AAS/ ATS) GEN ED Requirements?**  
If "YES", select GEN ED below

- Communications (ASCM)
- Quantitative or Logical Reasoning (ASQL)
- Humanities and Fine Arts (ASGD)
- Natural Sciences (ASGA)
- Social Sciences (ASGC)

**Is this course certified to meet Liberal Arts (AA) GEN ED Requirements &/or UHM GEN ED Core Articulation?**  
If "YES", select GEN ED below.

<table>
<thead>
<tr>
<th>LBART FOUNDATION</th>
<th>LBART DIVERSIFICATION</th>
<th>LBART OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA UHM</td>
<td>AA UHM</td>
<td>AA UHM</td>
</tr>
<tr>
<td>Written Communication (FW)</td>
<td>Arts Click To Select (DA)</td>
<td>AA Speech</td>
</tr>
<tr>
<td>Symbolic Reasoning (FS)</td>
<td>Humanities (DH)</td>
<td>AA Elective (AEL)</td>
</tr>
<tr>
<td>Global/Multicultural Perspectives (FG)</td>
<td>Literature and Language (DL)</td>
<td>Foreign/Hawaiian Language</td>
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<tr>
<td>Click To Select</td>
<td>Biological Sciences (DB)</td>
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<td></td>
<td>Biological Sciences Lab (DY)</td>
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<td></td>
<td>Physical Sciences (DP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences Lab (DY)</td>
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<tr>
<td></td>
<td>Social Sciences (DS)</td>
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**Class Length:** 16 weeks

**Credits:** 3 credits  
(For Variable Credits give range)

**Repeat & Credit Limit:** Students may enroll 1 time(s) for a maximum of 3 credit(s)

**Schedule Type:** LEC (Lecture)

**Weekly Student Contact Hrs:** 3 Hours Lecture per Week  
0 Hours Lab per Week  
3 Total Contact hrs per Week

**Grading Option:** Letter Grade Only

**Enrollment Maximum:** 30

**Major Restriction:** na

**Recommended Prep:** HIST152

**Special Approval:** None

**Cross-Listed Courses:**

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**University of Hawai’i Honolulu Community College**

**CURRICULUM ACTION PROPOSAL**

**ADD a New Course**

<table>
<thead>
<tr>
<th>Course Alpha &amp; No.:</th>
<th>HIST296</th>
<th>Effective Term:</th>
<th>Fall 2014</th>
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| Prerequisite: * | ENG100 |
| Prerequisite: | ENG100 |
| (* State minimum grade if not a "D") | | |
| Prerequisite or Co-requisite: | |
| Co-requisite: | |

**Catalog Course Description:**

This course analyzes the historical development of Asian American communities in the Americas and Hawai’i. Emphasis will be placed on situating the movements of Asians within local, regional, and transnational frameworks. Students will analyze the significance of race, gender, and class in shaping the experiences of Asian American communities. The communities covered include Chinese, Filipino, Japanese, Korean, South Asian, and Southeast Asian Americans.

**Additional Information to print with Catalog Course Description:**

- **Class Availability Comment (Web viewable):**
- **Course SLOs:** (Attach Course Outline Form)
- **Course Outline:** (Attach Course Outline Form)

- **IMPACT**
  - [ ] YES [ ] NO Are any PROGRAMS impacted by this proposal? (i.e. Program Credits, Courses, Prerequisites, Requirements, Electives, etc.) If “Yes” attach Program Modification Form(s) and briefly explain below.
  - [ ] YES [ ] NO Are any COURSES impacted by this proposal? (i.e. Course Prerequisites, Co-requisites, Recommended Prep, Cross-Lists, etc.) If “Yes” attach Course Modification Form(s) and briefly explain below.
  - [ ] YES [ ] NO Were the affected Programs/Departments consulted and notified of the proposed changes?
  - Describe Impact on Programs and/or Courses (Attach appropriate Program Modification and Course Modification Forms.)

- **MISC**
  - [ ] YES [ ] NO Does this proposal require additional resources? (i.e. staff, equipment, facilities, etc.) If yes, provide details below.
  - Additional Information:
# Course Outline

See Instructions for information on each item.

<table>
<thead>
<tr>
<th>Course Alpha &amp; No.:</th>
<th>HIST296</th>
<th>Semester Credit Hours:</th>
<th>3</th>
<th>Effective Term:</th>
<th>Fall 2014</th>
</tr>
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</table>

## Course Title: Topics in History: Introduction to Asian American History

<table>
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<tr>
<th>Prerequisite:</th>
<th>ENG100</th>
<th>Co-requisite:</th>
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<tr>
<td>Prerequisites or Co-requisite:</td>
<td>Recommended Prep:</td>
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<tr>
<td>Major Restriction:</td>
<td>Instructor Approval or other Approval:</td>
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### 1. Catalog Course Description:
This course analyzes the historical development of Asian American communities in the Americas and Hawai‘i. Emphasis will be placed on situating the movements of Asians within local, regional, and transnational frameworks. Students will analyze the significance of race, gender, and class in shaping the experiences of Asian American communities. The groups covered include Chinese, Filipino, Japanese, Korean, South Asian, and Southeast Asian Americans.

### 2. Student Learning Outcomes:
Upon successful completion of this course, a student will be able to:

1. Demonstrate an ability to analyze and explain cause/effect relationships
2. Demonstrate an understanding of the historical roots of current events
3. Evaluate the historiography of the field of Asian American history
4. Analyze the formation and development of Asian communities in the Americas and Hawai‘i
5. Describe global processes and events (e.g. agricultural advancements, Imperialism, world wars, ecological and environmental changes) and evaluate their impact on Asian migrations
6. Develop original written and oral arguments based on historical research and analysis.

### 3. Means by which the assessment of the SLOs will be accomplished:
Student achievement of SLOs will be assessed through mid/end of semester exams, readings based written responses, and in-class discussion.

### 4. Program Learning Outcomes addressed by this course:

<table>
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<tr>
<th>PLO 1: Communicate effectively by means of listening, speaking, reading, and writing...</th>
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- Student achievement of SLO 6 demonstrated through written assignments, exams, and in-class discussion will address PLO1. Student ability to develop original written and oral arguments will reflect their ability to communicate effectively in a variety of modes.

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<th>PLO 4: Demonstrate a comprehension and skill with research methods and scientific inquiry.</th>
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- Although student achievement of SLO6 will not demonstrate student ability to conduct scientific inquiry, it will illustrate student ability to conduct primary and secondary source based historical research and analysis.

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<tr>
<th>PLO 5: Display knowledge of different groups and organizations in societies and respect for varied cultural values.</th>
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- SLOs 3, 4, and 5 directly address this PLO. Through learning about the history of Asian communities in Hawai‘i and the Americas, analyzing the impact of global events in shaping migrations, and then studying the ways in which scholars have understood Asian American history - students will be encouraged to develop a greater appreciation for various cultures and their histories.

<table>
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<tr>
<th>PLO 6: Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.</th>
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- SLOs 1, 2, 3, 4, and 5 will address this PLO. These SLOs demand that students think carefully about the significance of race, class, gender and sexuality in shaping Asian American experiences. Students will be encouraged to apply their skills in analyzing these issues historically to the present day.

<table>
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<tr>
<th>PLO 7: Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues. SLOs 1,2,4, and 5 directly relate to PLO7, most specifically SLOs 1 &amp; 2. For example, analysis of the causes of consequences of Japanese immigration will not only enable students to think critically about the impact of American Imperialism and Meiji reform policies on Japanese laborers, but also encourage students to recognize the significance of immigration trends in shaping Hawai‘i and the Americas during the 20th and 21st centuries.</th>
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### 5. Method(s) of Instruction:
The primary methods of instruction will be lecture and discussion. Lectures will be supplemented with educational media (powerpoint presentations, video clips, and audio clips).

### 6. Method(s) of Evaluation:
Students will be evaluated through exams, graded writing assignments, and graded class discussions.
7. Course Content:
Asian American historiography, racial construction, causes and consequences of pre WWII Asian migrations to the Americas and Hawai‘i, critical analysis of imperialism and settler colonialism, post-arrival experiences, Asian American labor history, the legalization of racism, gender issues, World War II and incarceration camps, the model minority thesis, the Cold War, post-1965 migrations

8. Possible Texts:
Chains of Babylon: The Rise of Asian America by Daryl J. Maeda and Asian Americans: An Interpretive History by Sucheng Chan

9. Reference and/or Auxiliary Materials (if any):
na

10. Resource Requirements (if applicable):
na

11. Relationship to other courses in the program (if applicable):
na

12. General Education or other requirement(s) satisfied:
elective credit

13. Articulation (if applicable):
na

14. Additional information of importance:
The instructor will pursue Diversification - Humanities and Writing Intensive designations for the course. These designations will be sought before the course is taught to enable students to apply the course to a variety of graduation requirements. In addition, the instructor intends to develop online or hybrid versions of the course.