

## AMST 353 / ASIA 353: Southeast Asian North Carolina Fall 2023

Dr. Becky Butler (she/her)  
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Classroom: Hanes 0125

Class time: 10:10 – 11  
Office Hours: Mondays, 12 – 2  
Office Location: FedEx GEC 4119

**Target Audience:** All students interested in the course content

**Prerequisites:** None

### COURSE DESCRIPTION

Drawing from Asian American Studies and Asian Studies, the course explores the political histories and lived experiences of Southeast Asians and Southeast Asian Americans in North Carolina. Students will consider issues relevant to NC Southeast Asian communities such as food justice, labor organizing, mental health support, anti-racism work, transnational connections, etc. Course materials will include both written academic works and first-person narrative accounts from local community members.

This course fulfills a Power, Difference, and Inequality Focus Capacity under the Ideas in Action Curriculum.

### STUDENT LEARNING OUTCOMES / COMPETENCIES STUDENTS WILL ACQUIRE

Upon completion of the course, students will have acquired the following competencies by meeting goals (the *what*) through actions (the *how*):

Students will be able to critically **evaluate** the purpose and value of information sources **by** reading pieces written and curated by people with different perspectives and backgrounds and cultivating their ability to articulate what is included and what is missing in different types of sources.

Students will be able to **navigate** the intertwined nature of local histories and global histories **by** considering issues through the lenses of ethnic studies and area studies and making and testing predictions about what we might learn from each.

Students will be able to **ask provocative questions** about why communities and individuals have responded to inequality in different ways **by** comparing specific, local examples of solidarity networks (or the lack thereof).

Students will **gain fieldwork skills by** conducting oral history interviews and evaluating the process post completion.

### IDEAS IN ACTION STUDENT LEARNING OUTCOMES

- Recognize the relationship between inequality and social, economic, and political power.
- Analyze configurations of power and the forms of inequality and bias they produce.
- Evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.
- Interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.

**ASSIGNMENT LIST**

Please see the Tentative Schedule below and the Comprehensive List of Dates at the end of this document for due dates.

<b>Assignment</b>	<b>Notes</b>	<b>Estimated time to complete</b>
Daily readings and oral history listening	In advance of most classes	1 hour on average
Written reading reflections	Ensure that students are critically considering class readings. About 250-300 words each. Due on the Canvas discussion board by the beginning of class, eight times over the semester	30 minutes
Item of learning	Students will bring in one item (or a picture of an item) they have learned something from for a lesson on sources of knowledge and audience. Counts as part of participation grade.	10 minutes
Mid-term	A selection of essay questions about readings, lectures and discussions.	50 minutes
Oral history interview	In pairs. One-hour oral history interview with accompanying organizational time, paperwork, transcript and process reflection (~4 pages of writing).	5 hours
Final project	Includes two parts— Paper: On a topic of the student’s choice, between 1600 and 1750 words long. As part of the writing process, students will also complete a paper proposal and an abbreviated annotated bibliography to ensure their sources are appropriate to the task. Presentation: Students will share their research with the class in a five-minute presentation.	5 hours
Final exam	A selection of essay questions about readings, lectures and discussions. Open source.	< 3 hours

Participation: 15%  
 Reflections: 15%  
 Midterm: 15%

Oral history interview: 20%  
 Final project: 20%  
 Final exam: 15%

## Grade Calculation

A: >93.0	B-: 80.0-82.9	D+: 67.0-69.9
A-: 90-92.9	C+: 77.0-79.9	D: 60.0-66.9
B+: 87.0-89.9	C: 73.0-76.9	
B: 83.0-86.9	C-: 70.0-72.9	

## Extra Credit

You may earn 1 point of extra credit on your final grade by attending an approved Southeast Asia related event this semester and writing up a 250-300 word summary/critique of the content of the event, including what you learned and any questions it raised for you. I will notify you of various opportunities, and if you find an event on your own, please run it by me first for approval.

## Late Submissions

Late work will be accepted with a deduction of 10% per date late.

## Required Course Materials

Required textbook: *The Making of Asian America* (2016) by Erika Lee

Other required readings are either available on the course Canvas page or digitally through UNC Library.

## POLICY STATEMENTS

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### Academic Policies

#### *University Class Attendance Policy*

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\) website](#) provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

### Honor Code Statement

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult [studentconduct.unc.edu](http://studentconduct.unc.edu).

### Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

## Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the [Safe Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

## Data Security & Privacy

[UNC-Chapel Hill Privacy Statement](#): Sakai's Discussion Forum, Assignments, DropBox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

## Grade Appeal Process

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

## Guidelines for Generative AI

Generative AI is extremely useful; however, it has the following limitations:

- How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.

## Usage Philosophy

Use of generative AI in your coursework is based on the following principles:

- *AI should help you think. Not think for you.* Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
- *Engage with AI responsibly and ethically.* Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting

- privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
- *You are 100% responsible for your final product.* You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
  - *The use of AI must be open and documented.* The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
  - *These guidelines are in effect unless I give you specific guidelines for an assignment or exam.* It is your responsibility to ensure you are following the correct guidelines.
  - *Data that are confidential or personal should not be entered into generative AI tools.* Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.

### **Guideline Specifics**

Not following these guidelines may be a reportable violation to the UNC Honor Court.

### **Assignments**

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Multimedia Assignments.** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- **Research:** If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.

- **Group Work:** Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).
- **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided by me.
- **Written & Oral Exams:** Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

**Sourcing Use of AI**

- **Accuracy:** Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- **Attribution:** All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
  - If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
  - Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
    - “I attest that this project did not use AI at any stage in its development or in the creation of any of its components.”
    - “I attest that this project made use of AI in the following ways:” You must then use the following form to document your usage. \*

USAGE	TOOL USED (e.g. ChatGPT-4)	HOW YOU EDITED IT, IF AT ALL	CONVERSATION LINK (if applicable)
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

\*Note that such attribution is not a valid source for facts, only for the output itself.

## **SERVICES & STUDENT SUPPORT POLICIES**

### **Accessibility Resources & Services (ARS)**

[Accessibility Resources and Service](#) (ARS – [ars@unc.edu](mailto:ars@unc.edu)) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

### **Counseling & Psychological Services (CAPS)**

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

### **Title IX Resources**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University's Title IX Coordinator (Elizabeth Hall, [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu)). Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **Policy on Non-Discrimination**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email [reportandresponse@unc.edu](mailto:reportandresponse@unc.edu) or see additional contact info at [safe.unc.edu](http://safe.unc.edu)) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.

### **Diversity Statement**

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

## Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

## Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

## Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.

## SCHEDULE OF TOPICS AND ASSIGNMENTS

Readings in **BLUE** = required textbook

Readings in **WHITE** = on Canvas

Readings in **PINK** = available digitally at UNC Library

Date	Topic	Reading Due	Other Assignment Due
M: 8/21	Introduction	<ul style="list-style-type: none"><li>Syllabus</li></ul>	
W: 8/23	Overview of Southeast Asia	<ul style="list-style-type: none"><li>Rush, J. (2018). Chapter 1: What is Southeast Asia? <i>In Southeast Asia: A Very Short Introduction</i>. Pp. 1-13.</li></ul>	
F: 8/25	The Asian American Movement and Southeast Asians	<ul style="list-style-type: none"><li>Choy, C.C. (2022). What's in the name "Asian American"? In Asian American Histories of the United States. Pp. 52-69.</li><li>Yamashita, L. (2022). "I Just Couldn't Relate to That Asian American Narrative": How Southeast Asian Americans Reconsider Panethnicity. <i>Sociology of Race and Ethnicity</i>, 8(2), 250–266.</li></ul>	
M: 8/28	Methodologies	<ul style="list-style-type: none"><li>Acabado S. &amp; Martin M. (2020). Writing for the Public: Advancing a Meaningful Archaeological Practice</li><li>Oral History—Anna-Rhesa Versola</li></ul>	An item of learning



W: 8/30	No class		
F: 9/1	Checking in	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
M: 9/4	Labor Day – No class		
W: 9/6	US intervention in the Philippines	<ul style="list-style-type: none"> <li>Choy, C.C. (2022). Dreams of Independence. In <i>Asian American Histories of the United States</i>. Pp. 139-143.</li> <li>Lê Espiritu, Y. (2003). Leaving Home. In <i>Home bound: Filipino lives across cultures, communities, and countries</i>. Pp. 23-36.</li> </ul>	
F: 9/8	Filipino/Filipinx North Carolinians	<ul style="list-style-type: none"> <li>Oral History—Either Irene Alivio OR Ray Magsano (Use “Link to additional oral histories”)</li> </ul>	Reflection #1
M: 9/11	Critical Refugee Studies	<ul style="list-style-type: none"> <li>Lê Espiritu, Y. et al. (2022). Introduction: Departures. In <i>Departures: An Introduction to Critical Refugee Studies</i>. Pp. 11-24</li> <li>Lee, E. (2015). Chapter 14: In Search of Refuge. In <i>The Making of Asian America</i>. Pp.314-333.</li> </ul>	
W: 9/13	US War in Vietnam	<ul style="list-style-type: none"> <li>Broadhurst, C. (2015). “There Can Be No Business as Usual” The University of North Carolina and the Student Strike of May 1970. <i>Southern Cultures</i> 21(2):84-101</li> <li>Le Espiritu, Y. and Ruanto-Ramirez, J.A. (2020). The Philippine Refugee Processing Center: The Relational Displacements of Vietnamese and the Indigenous Aetas. <i>Verge: Studies in Global Asias</i> 6(1):118-141</li> </ul>	
F: 9/15	Vietnamese North Carolinians	<ul style="list-style-type: none"> <li>Squint, K. (2015). Both Souths that I've Known: An Interview with Monique Truong. <i>North Carolina Literary Review</i> 24: 38-49.</li> <li>Oral History—Ngoc Nguyen</li> </ul>	
M: 9/18	Oral History Methodologies	<ul style="list-style-type: none"> <li>“What is Oral History?” and “Where Do We Fit In as Asian Americans?” In <i>Oral History Toolkit</i>.</li> </ul>	
W: 9/20	Oral History Methodologies	<ul style="list-style-type: none"> <li>Southern Oral History Program: A Practical Guide to Oral History. 2018.</li> <li>Interviews—H Quynh Eban, Dock Rmah, &amp; Y Bhong Rcam</li> </ul>	Reflection #2

F: 9/22	Highlands/Lowlands	<ul style="list-style-type: none"> <li>Scott, J. (2009). Chapter 1: Hills, Valleys, and States: An Introduction to Zomia. <i>The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia</i>. Pp. 1-22.</li> </ul>	Name of oral history interviewee (Email or tell Dr. Butler in class)
M: 9/25	Well-being Day – No class		
W: 9/27	Montagnard North Carolinians: Jarai, Rade, Bunong, Koho, Bahnar, and others	<ul style="list-style-type: none"> <li>Human Rights Watch. (2002). A History of Resistance to Central Government Control. In <i>Repression of the Montagnards: Conflicts over Land and Religion in Vietnam's Central Highlands</i>. Pp.13-27</li> <li>Mlo, H. (2020). <i>Yă's Backyard Jungle</i>. United States: Room to Read. 39pp.</li> <li>Al Amin, S. et al. (2020). Small and Invisible, Yet Strong and Impactful: North Carolina's Montagnard Community Responds to COVID-19. <i>North Carolina Medical Journal</i> 81(6):408</li> </ul>	
F: 9/29	Film: This is My Home Now	<p>No in-person meeting. On your own, watch</p> <ul style="list-style-type: none"> <li>This is My Home Now (<a href="https://www.folkstreams.net/films/this-is-my-home-now">https://www.folkstreams.net/films/this-is-my-home-now</a>)</li> <li>The remainder of the Voices of the Highlands interview, starting at 37:30 (<a href="https://www.youtube.com/watch?v=c9Cpn3wzM_g">https://www.youtube.com/watch?v=c9Cpn3wzM_g</a>)</li> </ul>	
M: 10/2	Sex and Gender in SEA (America) w/ guest speaker Nuel Lee	<ul style="list-style-type: none"> <li>Loos, T. (2020). Reading Gender Trouble in Southeast Asia. <i>The Journal of Asian Studies</i>, 79(4):927-946.</li> <li>Salemink, O. (2003). War and Ethnography: Territorialization, ethnicization and cultural relativism. In <i>The Ethnography of Vietnam's Central Highlanders: A Historical Contextualization, 1850-1900</i>. Pp.171-177.</li> <li>Tran, E. (2020). "My Mother Asks How I Was Gay Before Sleeping With A Man" <i>The Gutter Spread Guide to Prayer</i>. P.13</li> <li>Tran, E. (2020). "Declaration with Immigrants' Child Eating Habits" <i>The Gutter Spread Guide to Prayer</i>. P.24</li> </ul>	(Suggested: Complete oral history interview)

W: 10/4	History of Cambodia	<ul style="list-style-type: none"> <li>Kiernan, B. (2012). Chapter 9: The Cambodian Genocide, 1975-1979. In <i>Centuries of Genocide: Essays and Eyewitness Accounts</i>; Totten, S. &amp; Parsons, W. (Eds.). Pp.317-353.</li> </ul>	Reflection #3
F: 10/6	Cambodian and Khmer Krom North Carolinians	<ul style="list-style-type: none"> <li>Um, K. (2022). Chapter 9: Crossing Borders: Citizenship, Identity and Transnational Activism in the Cambodian Diaspora. In <i>Southeast Asian Migration: People on the Move in Search of Work, Refuge and Belonging</i>. Pp.197-214</li> <li>Oral History—Choose one from “Cambodian American oral histories”</li> </ul>	
M: 10/9	Mental Health w/ guest speaker Andrew Young	<ul style="list-style-type: none"> <li>Tran, E. (2020). “I Tell My Mother about My Depression” <i>The Gutter Spread Guide to Prayer</i>. P.15</li> <li>Vang, C., Sun, F., &amp; Sangalang, C. C. (2021). Mental health among the Hmong population in the U.S.: A systematic review of the influence of cultural and social factors. <i>Journal of Social Work</i>, 21(4), 811–830.</li> <li>Kim, T. et al. (2015). Differential role of social connectedness in geriatric depression among southeast asian ethnic groups. <i>Progress in Community Health Partnerships</i>, 9(4), 483-493.</li> <li>Um, K. (2015). <i>From the Land of Shadows: War, Revolution, and the Making of the Cambodian Diaspora</i>. Pp.188-192.</li> </ul>	Oral History Project
W: 10/11	Secret War in Laos	<ul style="list-style-type: none"> <li>Sisavath, D. (2019). The US Secret War in Laos: Constructing an Archive from Military Waste. <i>Radical History Review</i> (133): 103–116.</li> </ul>	Reflection #4
F: 10/13	Lao North Carolinians	<ul style="list-style-type: none"> <li>Clune, K. (2016). Home in a New Place: Making Laos in Morganton, North Carolina. <i>Southern Cultures</i> 22(1).</li> </ul>	
M: 10/16	Hmong North Carolinians	<ul style="list-style-type: none"> <li>Lee, E. (2015). Chapter 15: Making a New Home: Hmong Refugees and Hmong Americans. In <i>The Making of Asian America</i>. Pp.334-356.</li> <li>Oral History—Xiong Lor or Pai Lee</li> </ul>	
W: 10/18	Mid-term	<ul style="list-style-type: none"> <li>N/A</li> </ul>	Mid-term
F: 10/20	Fall Break – No class		

M: 10/23	Indigeneity	<ul style="list-style-type: none"> <li>• Cariño, I. (2022). "The Alchemy of Language: Ina Cariño on Naming, Claiming, and Protecting Ancestral Land".</li> <li>• Baird, I. (2020). Thinking about Indigeneity with Respect to Time and Space: Reflections from Southeast Asia. <i>Espace populations sociétés</i>.</li> </ul>	
W: 10/25	Video: SEA indigeneity panel	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	Reflection #5 & paper/project ideas
F: 10/27	Workshopping paper proposals	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	Paper/project proposal at end of class
M: 10/30	History of Myanmar	<ul style="list-style-type: none"> <li>• Thein-Lemelson, S. (2021). 'Politicide' and the Myanmar coup. <i>Anthropology Today</i> 37(2):3-5.</li> <li>• Oral History—Sirr Sirr Thart (Use "Link to additional oral histories")</li> </ul>	
W: 11/1	FIELD TRIP TO TRANSPLANTING TRADITIONS COMMUNITY FARM	<ul style="list-style-type: none"> <li>• Alkon, A.H. &amp; Agyeman, J. (2011). Introduction: The Food Movement as Polyculture. In <i>Cultivating food justice: race, class, and sustainability</i>, Alkon, A.H. &amp; Agyeman, J. (Eds). pp.1-13. Cambridge, Mass. : MIT Press.</li> <li>• Oral History—Ree Ree Wei (Use "Link to additional oral histories")</li> </ul>	
F: 11/3	Food justice, language justice, housekeeping and Labor w/ Burmese, K'nyaw, and Chin North Carolinians	<ul style="list-style-type: none"> <li>• Dimpfl, M. (2016). Clean U: Cleanliness, Social Difference, and the Dirty Work of Everyday Hygiene. Pp. 47-56, 68-75.</li> <li>• Thein, Sofia. (2022). Hidden Work.</li> </ul>	
M: 11/6	Guest lecture on seed sovereignty w/ Terese Gagnon	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	Annotated bibliography or project update
W: 11/8	Solidarity Work—Community networks and Black Lives Matter	<ul style="list-style-type: none"> <li>• Kolano, L., Wagner, K., &amp; Triplett, N. (2020). Rising Up in Solidarity: Southeast Asian Immigrant Youth Activism in North Carolina. <i>Handbook of Social Justice Interventions in Education</i>. Pp.1-21.</li> <li>• Oral History—Cat Bao Le (Use "Link to additional oral histories")</li> </ul>	Reflection #6

F: 11/10	Solidarity Work— Prison reform and anti-deportation efforts	<ul style="list-style-type: none"> <li>• Lee, S. et al. (2020). “Asians for Black Lives, Not Asians for Asians”: Building Southeast Asian American and Black Solidarity. <i>Anthropology &amp; Education Quarterly</i>. 51(4): 405-421.</li> <li>• Oral History—Tai Little (Use “Link to additional oral histories”)</li> </ul>	
M: 11/13	Film: Fighting for Family	<ul style="list-style-type: none"> <li>• Uyeda, C. (2021). Addressing Gendered Trauma, Identity, and the Crime-to-Deportation Pipeline Among Southeast Asian Men. <i>Asian Pacific American Law Journal</i>. 25:161-194.</li> </ul>	
W: 11/15	Southeast Asian faculty and students at UNC	<ul style="list-style-type: none"> <li>• Bui, L. (2021). On the Struggles and Experiences of Southeast Asian American Academics. <i>Journal of Southeast Asian Education and Advancement</i> 16(1): 1-26</li> <li>• Oral History—Mai Nguyen</li> </ul>	
F: 11/17	Chang and Eng Bunker MEET AT WILSON LIBRARY	<ul style="list-style-type: none"> <li>• Orser, J. (2014). Chapter 4: Asiatic Americans. In <i>The Lives of Chang and Eng: Siam's Twins in Nineteenth-Century America</i>. Pp. 105-146.</li> </ul>	Reflection #7
M: 11/20	Conclusions	<ul style="list-style-type: none"> <li>• <b>Oral Histories</b></li> </ul>	Paper/project draft (optional)
W: 11/22	Thanksgiving Recess – No Class		
F: 11/24	Thanksgiving Recess – No Class		
M: 11/27			Class Presentations
W: 11/29			Class Presentations
F: 12/1			Class Presentations
M: 12/4			Class Presentations
W: 12/6			Class Presentations

Final exam: Thursday, 12/14 at 8 AM