SITUATING MYSELF

- Youngest of seven children of Chinese immigrant parents
- Union family (mother: teacher in Los Angeles Unified School District; father: machinists’ union, Hostess Baking Company)
- Specialty: Higher Education & Organizational Change; AAPI feminist theory, transformative pedagogy
- Doctoral research: AAPI Activists, Mentors and Protégés, development of their commitment to democracy, community, and civic engagement (2001); national study on “New Service Learning Affects Students” (Higher Education Research Institute, UCLA, 2000)
- Faculty member, Asian American Studies Program, Department of Ethnic Studies, California State University, Fullerton; former administrator, academic affairs and student affairs—promoting recruitment/retention of faculty and staff of color.

RELEVANCE TO AAUP AUDIENCE

Language: Bringing feminist, anti-racist language to AAUP organizing discourse.

Social justice: Not only through activist organizing, but also through activist pedagogy and curriculum development.

Naming: Including people of Asian American and Pacific Islander descent in conversations about race, especially who experiences predominantly White university campuses as racialized spaces.

Reframing: Our collective work and coalition-building could and should bridge our respective efforts for social justice.

PREVIEW

- Situating myself
- Relevance to AAUP audience
- Asian American Studies’ Mission
- What is service learning?
- Timeline: What did we do?
- What is ASAM 230?
- How does ASAM 230 work?
- How do we know students’ develop critical consciousness? ASAM 230 promotes social justice?
- Next steps

ORIGINAL VISION OF FIELD OF ASIAN AMERICAN STUDIES

Community-based Organizations

Activists/Advocacy Organizations

Community/Social Justice

Asian American Studies/teaching & scholarship

ASIAN AMERICAN STUDIES, CSUF

Mission: The mission of the Asian American Studies Program is to realize the program’s vision through creating knowledge, teaching, and serving Asian and Pacific Islander Americans.

Vision: The vision of the Asian American Studies Program is to achieve and sustain social justice for all, with a specific focus on Asian and Pacific Islander Americans.

American Association of University Professors
Annual Meeting 2016
Mayflower Hotel, Washington, DC
Friday, June 17, 2016

Jennifer A. Yee, Ph.D.
jyee@fullerton.edu
California State University, Fullerton
Asian American Studies Program
WHAT IS ASAM 230?

- **Course Title:** Civic Engagement Through AAPI Studies
- **Instructor:** Jennifer A. Yee, ASAM; Ashley Cheri, Veejay Tong, Orange County Asian Pacific Islander Community Alliance (OCAPICA)
- **Purpose:** provide an intellectual and visceral experience that allows students to develop a critical ability to understand, approach and alter theory, policy, and practice of studying and serving AAPI communities.
- **Next Stepping Stone:** Students examine and deconstruct:
  1. The historical context and purpose of AAPI Studies: historically involves serving local, national and international AAPI communities.
  2. The purpose of servicelearning engagement courses.
  3. The need to serve specific populations with cultural competency, and
  4. Their existing sense of life purpose and mission.

Specifically designed to use enrolled students’ identities and personal experiences as springboards/ entry points for examining issues.

- Benefits those interested in raising their consciousness about AAPI communities and needs.

WHAT IS SERVICE LEARNING?

- Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich (i) the learning experience; (ii) civic responsibility, and (iii) the human development of participants.

- Course learning objectives are linked to meaningful human service experience, teach civic responsibility, and strengthen communities.

- Critical difference and distinguishing characteristic of service learning is its approach: balanced emphasis on both students’ learning and addressing real needs in the community.

- Course materials and reflection activities supplement the student service experience, bringing it back to the classroom to enhance the academic dialogue and student comprehension. Students work on real problems that make an immediate, positive impact on the community, civic and ethical responsibility, self-efficacy, and career development.

HOW DOES ASAM 230 WORK?

**"Traditional" Course Structure**

**ASAM 230 Course Structure**

- **Week 1:** Introduction/Why AAPI?
- **Week 5:** Hopes & Dreams/Life Purpose/ WMTMW? Paper
- **Week 10:** Reflection
- **Finals:** Reading

**Midterm 1**

**Mid-terms**

- **Instruction**
- **Instruction**
- **Instruction/Paper**

MENTORING WITH OCAPICA

- Scholarly inquiry and publication:
  - Student engagement in scholarship:
    - January 2013: Local Asian-Pacific American Awareness conference, University of California, Irvine.
    - May 2013: National Asian-American Continuum of Service conference; Queen Mary, Long Beach, CA
  - Partner engagement in scholarship:
    - April 2012: National Continuum of Service conference; Queen Mary, Long Beach, CA
    - April 2014: WASC Consortium of Universities and Colleges conference, Anaheim, CA
  - Writing and publishing scholarly article on conceptual framework for developing long-term, mutually beneficial university-community partnerships.

- Expanding partnerships:
  - Local CSOs focusing on civic engagement
  - State/national policy organizations focusing on leadership and civic engagement