

YOUR NAME Michael Evangelista, Section 1A.

Part 1: 38/40 +2
60/60
~~100/100~~
100/100

MIDTERM

INSTRUCTIONS

Please put your name on your midterm. Please do your own work! Put all of your answers on the test, both for the multiple choice and for the identification items. If you are in doubt as to the definition of a word or a phrase, please feel free to ask. We will gloss this for you as long as it doesn't give away the answer. You are free to leave when you are finished, but please do so quietly. Good luck!

PART I: MULTIPLE CHOICE (Worth 2 points each, for a total of 40 points)

Answer the following multiple choice items. Please put the letter of your choice on the provided line.

E. 1. According to Fong a "hate crime" involves a crime where the perpetrator expresses anger toward the victim based on:

- (A) "race"
- (B) nationality
- (C) gender or sexual orientation
- (D) religion
- (E) any or all of the above

B. 2. In 2010, Japanese Americans different from all the other Asian American populations mainly because:

- (A) they have more persons born in Japan
- (B) almost 70 percent were born in the USA
- (C) they have lower educational levels than the rest
- (D) they do not intermarry quite as often as Filipinos
- (E) since 2000, all descendants of the Nisei received Redress money even though they weren't born in camp

A. 3. The killing of Thien Minh Ly is similar to that of Vincent Chin because:

- (A) although Ly was Vietnamese and Chin was Chinese, their attackers thought that Ly and Chin were of Japanese ancestry
- (B) the attack occurred after both Ly and Chin called people names
- (C) they both occurred in Detroit
- (D) their attackers were African American
- (E) both of the attackers know the victims from school

E. 4. Which of the following was a result of the passing of the Immigration Act of 1965?

- (A) family formation of Asian American communities
- (B) changing class composition of Asian American communities
- (C) "brain drain" from Asian countries
- (D) large numbers of Asian Americans allowed free entry
- (E) all of the above

E. 5. According to the U.S. Commission on Civil Rights, which of the following are factors that contribute to anti-Asian violence?

- (A) Increase in anti-immigration sentiment
- (B) Economic competition
- (C) "Move in" violence
- (D) Poor police-community relations
- (E) All of the above

B. 6. Why did Anti-Asian violence peak in the 2000s?

- (A) Facebook gained traction in China
- (B) September 11th attacks increased racial profiling of South Asians
- (C) Because Japanese Americans began to agitate for redress money because they had been locked up in American-style concentration camps
- (D) Success of the Japanese auto industry led to racial discrimination against Japanese Americans
- (E) None of the above

E. 7. How does the US Census Bureau generally define who is an Asian American:

- (A) you must eat rice at least once a day
- (B) via last name
- (C) you have to speak an East, South, or Southeast Asian language
- (D) you have to be at least 50 percent of Asian ancestry
- (E) they accept how you define yourself

C. 8. In essence, the distinction between "prejudice" and "discrimination" has to do with:

- (A) stereotypes versus pre-judgment
- (B) ethnicity versus race
- (C) the cognitive versus the behavioral
- (D) stereotypes versus negative images
- (E) action versus blocking opportunities

D. 9. If we consider the case of Korean immigrants on the US mainland by World War II it is the case that:

- (A) there were more than Chinese
- (B) the vast majority were Buddhist
- (C) there were many more on the mainland than in Hawai'i
- (D) they were the smallest of the groups to arrive from Asia on the mainland before 1924
- (E) they were different from other groups in that the men could marry White Protestant women

A. B. 10. According to the narration in the film, *Saigon USA*, there were a significant number of ethnic Chinese among the Vietnamese who left in 1978, the so-called period when "boat people" fled the country:

- (A) True
- (B) False

- A. 11. Patterns of immigration from the Philippines differed from other Asian groups because of their status as aliens as redefined by the:
- (A) Tydings-McDuffie Act in 1934
 - (B) Chinese Exclusion Act of 1882
 - (C) Meiji Restoration
 - (D) Anti-"Hindoo" Exclusion in 1917
 - (E) Alien Land Law in 1913
- E. 12. According to Feagin's framework, what type of discrimination does the following scenario represent: The unintentional low acceptance rates of Asian Americans into top US universities relative to the strength of their applications compared to their white counterparts.
- (A) Reverse discrimination
 - (B) Small group discrimination
 - (C) Isolate discrimination
 - (D) Direct institutionalized discrimination
 - (E) Indirect institutionalized discrimination
- C. 13. According to the film, *Monterey's Boat People*, which of the following was an example of resistance by the Vietnamese fisherman?
- (A) buying bigger boats
 - (B) joining Italian Americans and fishing for anchovies
 - (C) creating the Vietnamese Fisherman's Association
 - (D) becoming U.S. citizens so they can use larger gill nets
 - (E) all of the above
- D. 14. Which of the following challenges the idea of Asian Americans as the model minority?
- (A) 1 out of 4 Filipino American women were married to men who served in the US military
 - (B) Asian Americans have fully assimilated into American society
 - (C) Asian Americans are overrepresented in leadership positions
 - (D) Southeast Asian refugees have a 30 to 50 percent lower graduation rate than East Asian Americans
 - (E) Chinese Americans undergraduate population are the most represented non-White group at top ranked universities
- C. 15. Professor Smith, a Euro-American faculty member, refuses to consider John Horii, a third generation Japanese American, for a position as Smith's teaching assistant. Later on, Horii finds out that Smith told a Euro-American classmate—the student who was, in fact, hired for the T.A. position—that Professor Smith had said "I won't hire that Horii, because you just can't trust his type after what happened at Pearl Harbor." Is what happened to Horii best described as:
- (A) acculturation
 - (B) ethnocentrism
 - (C) discrimination
 - (D) prejudice
 - (E) institutional racism

E. 16. In lecture, Lane Hirabayashi suggested that there were seven significant characteristics shared by many of the Asians who came to the US mainland before 1924. Which of the following items WAS NOT among the characteristics that he identified in his lecture:

- (A) there were more men than women
- (B) compared to European immigrants, they were few in number
- (C) they were allowed "free entry" for only very limited periods of time
- (D) they could not become naturalized US citizens
- (E) they came from all over their countries of origin in Asia

A. 17. According to Min Zhou and James Gatewood, which of the following is a characteristic that describes contemporary Asian American communities?

- (A) majority native-born across all groups
- (B) an agreed upon meaning of Asian ethnicity between first, second, and third generation Asian Americans
- (C) no longer experiencing prejudice or discrimination
- (D) diverse socioeconomic backgrounds
- (E) all of the above

E. 18. In his lecture, Professor Hirabayashi emphasizes why we should study Asian Americans. He says although people of Asian ancestry only make up approximately 5 percent of the entire US population they are worthy of study because:

- (A) they are the fastest growing population of color
- (B) their educational levels are low, but many have made millions in the corporate business sector
- (C) Asians in America have given much to this society, even though their contributions are not very well known
- (D) this can take us beyond the "Black versus White" binary
- (E) answers A, C, D but not B

C. 19. "_____ " is when one acculturates and adapts to a new society, but keeps elements of his or her original culture intact and alive.

- (A) Ethnicity
- (B) Assimilation
- (C) Pluralism
- (D) Separate ethnic community
- (E) Ethnocentrism

D. 20. The Walter McCarren Act of 1952, is tremendously important to the story of Asians in America because, for the first time, all Asian immigrants could:

- (A) go to any school that they wanted
- (B) move into any neighborhood they wanted
- (C) bear arms, as the Constitution guarantees
- (D) become naturalized U.S. citizens
- (E) come to America in large numbers for the first time since 1926

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PART II: IDENTIFICATION ITEMS (15 points each, for a total of 60 possible points)

INSTRUCTIONS: You will see that the second part of the final is divided into four sections. You need to pick one, and only one item from each section. If you need more space, please clearly indicate where you are continuing your response. In each of your responses:

- Define, identify, or explain what that item is (5 points)
- Provide evidence to support your definition, identification, or explanation of the term (5 points)
- Specify how and why that item is relevant to AAS 20— contemporary issues in Asian American communities. (5 points)

We will grade these in terms of how your answers reflect a knowledge of the readings, lectures, discussions, and media programs that we have covered during the first five weeks of course material in AAS 20.

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SECTION A (select and answer only one item)

Option 1: identify and briefly discuss three key characteristics of "Asian Americans" today according to the 2010 US Census and why these are relevant to AAS 20.

Option 2: Of the populations that came to the USA before the war, (i.e., Chinese, Japanese, Korean, South Asian, and Filipino), choose three and discuss how each was prevented from engaging in free immigration, and how is this relevant to today's Asian America?

*"Bamford" term distribution - Fast growing compared to 2000 data.
? - largely immigrant (1/1.5 gen), except child of Japanese
- concentrated in West, esp. Cali/Haw.*

15/15
According to the 2010 US Census, Asian Americans are the fastest growing minority, have high amounts of mixed marriages, and are highly concentrated in the west, especially Cali/Hawaii. Compared to 2000 data, Asians grew faster than any other minority, probably largely a result of immigration. ~~Many Asians immigrated to the~~ ~~US they have a lot of~~ They are largely concentrated in the west not only because it is the closest ^{coast} to Asia, but also because historically, many Asians were brought to the west for labor needs (railroads, Hawaiian sugar plantations). Also because of their location in the west ~~where~~ ~~and~~ ~~where~~ a lot of every ethnic group is located, more mixed marriages are found in the group, either ~~in~~ between other Asian groups or with non-Asians. These are relevant to AAS 20 because they show both the ~~direction/distributions~~ outcomes of historical events (large clustering in the west) and the current direction/distributions that Asians are heading in America.

- letters to them - discrim/low work cond
- Monkey boat people
- Saigon, USA? Show struggles of refugees

SECTION B (select and answer only one item)

Option 1: Video documentaries enhance the field of Asian American Studies by showing in detail how key concepts like, "race," "prejudice," and "discrimination" play out in real life, in terms of real individuals and groups. Identify three of the videos screened in AS AM 20 and briefly discuss how they exemplify this point. How relevant?

Option 2: What were three key demands of the TWLF strike at San Francisco State in 1969 and how did these shape the field of Asian American Studies as we know it today?

15/15
The videos shown in class all reveal in more detail the things the reading goes over. For instance, in the film "Monkey Boat People," one can see the struggles that Vietnamese people had to go through in America because of ~~them~~ ~~the~~ discrimination. As opposed to reading "they struggled" in a textbook, one can see their real struggles, captured on film. Similarly, Saigon, USA shows both the ~~various~~ diversity in Vietnamese refugees and the struggles ~~both~~ they had to go through in their transition to American life, painting a more vivid picture on ~~how~~ the refugee experience. Finally, Letters to Them vividly and bluntly shows the devastating impact a hate crime can have on a community and a family. These videos are relevant to AAS 20 because they allow people to really see things ~~about~~ (pain, obstacles, emotions) that they wouldn't get from a reading.

SECTION C (select and answer only one item)

Option 1: Identify three key dimensions of a "refugee" experience, and how these shape SEA experiences today. ~~SEA~~ No choice, had to leave. Separation from families/country.

Option 2: In "The Waves of War," Bankston and Hidalgo describe relatively unknown Southeast Asian minority groups in the USA. Select one of these communities- Thai; Hmong; or Cambodian- and identify three unique characteristics that make them distinctive from other Asian Americans in the USA today.

15/15
One ~~key~~ aspect of the refugee experience is the fact that they had no choice in their departure; they had to leave and live, or stay and die. Refugees ~~had~~ had to leave their country because of war, ~~the~~ political turmoil, or something else that posed a serious threat to their survival. As such, they had no choice on their departure. Another element is their separation from their families. Because of the urgency/unplanned nature of their departure, ~~refugees~~ ~~often~~ as well as the disorganized nature of their departures ~~often~~, many were separated from their families, sometimes ~~even~~ ^{even} traveling alone. ~~and~~ ~~or~~ Lastly, they ~~had~~ have a tendency to require more specialized services. Because they come from such dangerous areas, they tend to require more mental health treatment (especially for PTSD/Survivor Syndrome). They also required language services to overcome the language barrier. These three traits shape the ^{SEA} ~~SEA~~ experience today because they lead to SEAs being severely more disadvantaged compared to other Asian groups. They are the main counterargument to the "model minority" stereotype.

SECTION D (select and answer only one item)

Option 1: Three key reasons that help to explain anti-Asian violence, and how it impacts AAs today.

Option 2: Three different, specific examples of anti-Asian violence in recent decades, and what we can learn from these incidents today?

- Vincent Chin - Econ
 - Thien Ly - Anti-Immig.
 - Mr. Parki - Poor police-community relations.
- what learn: Asian violence/discrimination still exists today.

One example of Anti-Asian violence is the Vincent Chin case, (A Chinese man) here, two white men (a man and his stepson) beat Vincent Chin to death with a baseball bat. Their reasoning was that "The Japanese were ruining the automobile industry in ^{Detroit} Chicago" because of the success of their cars. This happened in the mid 80's, and is an example of Economically-motivated Anti-Asian violence. Another example is the Thien Ly case, where Thien Ly, a Vietnamese man, was killed by a white supremacist teenager, who wanted to celebrate the victory of the "Dallas Cowboys, 'America's Team,'" by killing a Japanese person. Thien died because he was Asian and the main motive that the killer had was to "eliminate minorities" making this an example of Anti-Immigrant-Sentiment-motivated Anti-Asian violence. Lastly, the case where Mr. Parki, a 90 year old South Asian man, was called on by the neighborhood as being a "suspicious person." The police were called and because of Mr. Parki's inability to speak English, the police broke his back. Because the collective community/police did this, it is an example of violence resulting from poor police-community relations. These incidents are important because they show that Anti-Asian violence is still here in America. They are not just "in the past," they are still here currently.

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