

Ethnic Studies 20

Introduction to Asian American Studies

Dr. Lisa Ho
Tuesday & Thursdays 2:00-3:20PM
Warren Lecture Hall 2207
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How do we read the lives of Asian Americans?

According to the Pew Research Center, Asian Americans are one of the fastest growing populations in the United States. At UCSD, Asian Americans are the majority in the student body with almost 44%. However, how do we understand the growing presence and influence of Asian Americans in relationship its history of exclusion, exploitation, and racial violence in the United States? This course explores this question by offering an introductory survey of Asian American Studies. The course will highlight key historical events that have informed the current the aspects of the Asian American experience and its respective ethnic communities. The goal of outlining this genealogy is to illustrate how the violence of nativism, white supremacy, and American imperialism has shaped the migratory routes, political agendas, and identity formation of Asian Americans. We will also be exploring how Asian Americans have negotiated their own forms of resistance and belonging in protest against these conditions. The objective of this course is to explore how the field of Asian American Studies has studied, documented, and understood the lives of Asian Americans through interdisciplinary and complex methods. We will address the

following topics: Affirmative Action, immigration, #BlackLivesMatter, cultural representation, racial violence, and other related items.

Learning Goals

- 1) Students should be able to identify key historical events and conditions that have produced major waves of Asian immigration to the United States.
- 2) Students will be encouraged to connect key historical events and their impact on contemporary issues that are outlined in the course.
- 3) Students should be familiar with various methodologies, concepts, and theoretical contributions of Asian American Studies that are introduced in the course.
- 4) Students will be equipped with tools to engage in meaningful dialogue with their fellow peers about course topics.
- 5) Students are expected to understand readings in relationship to each other or how they are connected to each other by identifying shared course themes.

Readings

Course readings will be available on TritonED. Each week's readings will be organized in its own folder under the "Contents" on the left side of the course's webpage. All films except "Spa Night" will be screened in class. "Spa Night" is available via Netflix and rental on Amazon Video.

Required Textbooks

Fresh off the Boat, Eddie Huang

Course Requirements

Lecture Comment/Question Cards (10%)

At the end of each week, students will be required to submit a question that address that week's readings of lecture on a 3x5 index card with their names, PIDs, and the date in the top right corner. The goal of these cards is to include students in the development of lectures and a way for the instructor to engage with the students. You may one submission of one card without penalty but every missing submission will drop this grade by 1/3, for instance, you can go from A to an A- and so on. Late submissions will not be accepted.

Section and Participation (20%)

Students are required to attend section. Please refer to your TA for their expectations for participation.

Midterm (30%)

The makeup of the midterm will be announced during week four. The nature of the midterm will be determined based on an assessment of class progress and overall engagement in lecture and section.

Final Project (40%)

The final project is a creative project that addresses a contemporary issue in Asian America. You may choose any of the topics that were discussed in the course but you are not limited to them. You need to demonstrate your engagement with the topic through a creative outlet, which can include: artwork, film, podcast, photography, short stories, social media, and other related mediums. You may complete this project on your own or in a group of no more than four. If you choose to do the final project as a group, your cultural text must reflect the work of how many people are in your group. Regardless of you choose to do the final project on your own or as a group, each person needs to turn in an accompanying essay.

You are required to turn in a 3-5 page essay that addresses the historical context of your topic, how your topic connects to course readings, the significance of the topic, and why you choose your cultural medium. The instructor will provide a rubric for both components by week six. You will need to turn in a one page abstract of your proposed project by **week five**. You are only

required to turn in ONE abstract if you are in a group. Instead of presenting your group/individual final projects, we will have an “art gallery” of your work. Details will be provided during week nine.

Your final project is due week 10.

Student Conduct

Students are expected to arrive to class on time and be prepared. Students are expected to demonstrate respect to their peers and instructor. Students are encouraged to challenge and engage with each other in a considerate matter. No personal attacks, threats, and disruption will be tolerated in the classroom.

Technology Policy

Laptops will not allowed be used in the course unless you have a special reason to do so. If so, please consult with the instructor or teaching assistant first to receive permission. Your cellphones should not be used during class and should be put away on silent.

Academic Integrity

All work assigned in this course or any course should be completed by the student. Any work assigned in this course that is produced by another source other than the student will receive an automatic F in the course and face immediate disciplinary action.

Students with Disabilities

Students with disabilities and need any kind of accommodations should speak to the instructor and/or teaching assistant during week 1 to have such requests fulfilled in a timely manner. Any student with disabilities is recommended to register with UCSD’s Office for Students with Disabilities.

Majoring/Minorng in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact Monica Rodriquez de Cabaza, Ethnic Studies Department Undergraduate Coordinator, 858-534-3277 or ethnicsutides@ucsd.edu

Week One

Asian America’s Past & Present

October 3/5

Junaid Rana, “Race,” (202-207) 2015

Glenn Omatsu: “The ‘Four Prisons’ and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s” (60-97) (2016)

Jonathan Y. Okumra “Asian American Studies in the Age of Transnationalism” (171-193) 2003

Week Two

The Excluded, The Enemy, The Skilled, and the Undocumented

October 10/12

Helen Heran Jun, “Citizenship” (20-24) 2015

Erika Lee, "The Chinese Are Coming. How Can We Stop Them? *Chinese Exclusion and the Origins of American Gatekeeping*" (19-46) 2003

Jennifer Ann Ho, "From Enemy Alien to Assimilating American: Yoshiko deLeon and the Mixed-Marriage Policy of Japanese American Incarceration" (22-43) 2015

Erika Lee, "From Asia to the United States, Around the World, and Back Again: New Directions in Asian American Immigrant History" (390-412) 2016

Ga Young Chung, "At the Crossroads of Change: Deferred Action for Childhood Arrivals, Undocumented Korean Americans' Political Participation, and Upcoming Challenges" (Online Article) 2017

Guest Speaker: Brenda Montes, Esq.

Week Three

Modeling for Minorities

October 17/19

Crystal Parikh, "Minority," (161-164) 2015

Claire Jean Kim, "The Racial Triangulation of Asian Americans" (105-138) 1999

Angela W. Kong, "Voices of Asian American and Pacific Islander Students and the Politics of Diversity Policy" (89-98) 2017

Nancy Leong and Erwin Chemerinsky "Don't use Asian Americans to justify anti-affirmative action politics" (Washington Post) 2017

Guest Speaker: Dr. Angela Kong (OASIS)

Week Four

"...it's because of you little motherfuckers that we're out of work": Racial Violence in Asian America

October 24/26

"Who Killed Vincent Chin"—Film Showing in Class

Suaina Maira "The New Civil Rights Movement: Cross-Racial Alliances and Interfaith Activism" (77-118) 2016

Deepa Iyer "Islamophobia in the Bible Belt," (71-90) 2016

Week Five

The Personal is Political

October 31/November 2

Janelle Wong, "Politics" (189-195) 2015

Dina G. Okamoto, "Institutional Panethnicity: Boundary Formation in Asian American Organizing" (1-25) 2006

Diane C. Fujino, "Grassroots Leadership and Afro-Asian Solidarities: Yuri Kochiyama's Humanizing Radicalism," (294-316) 2009

Gabriel Arana, "The Passion of Dan Choi" (The American Prospect) 2014

Guest Speaker: Mai Yang Vang (School Board Member of Sacramento City Unified Trustee Area 5)

Week Six & Seven
Telling Our Own Stories

November 7/9

Eddie Huang, *Fresh off The Boat* (Memoir)

MIDTERM—THURSDAY

November 14/16

Robert Ji-Song Ku, "Yellow" (244-246) 2015

"Mr. Cao Goes To Washington" (2013)—In Class Film Screening

Lori Kido Lopez "Asian American YouTube Celebrities Creating Popular Culture Networks" (139-179) 2016

Week Eight

Remembering What We Cannot: Memory & War for the Second Generation
November 21

Viet Thanh Nguyen, "Memory" (153-157) 2015

"First Person Plural"—Film Screening in Class

Yen Le Espiritu, "Refugee Postmemories": The 'Generation After'" (139-170) 2014

***NO CLASS ON THURSDAY—THANKSGIVING BREAK**

Week Nine

Gender, Sexuality, and Space
November 28/30

Spa Night (available via Netflix & Amazon Video Rental)

Martin F. Manalansan IV, "Queer," (197-202) 2015

Nayan Shah, "Perversity, Contamination and the Dangers of Queer Domesticity" (77-104) 2001

Jay Caspian Kang, "What a Fraternity Hazing Death Revealed About the Painful Search for an Asian American Identity," (Online Article) 2017

Week 10

Wrapping Up
December 5/7

What Are The Stakes of Asian American Studies?

Thursday—Art Gallery Walk for Final Projects

***The Instructor reserves the right to add/subtract readings during the duration of the course. You will be notified as soon as possible to any changes.**