

Professor: Simeon Man
Office: H&SS 4051
Office Hours: Tues 9:30-11:30
Email: siman@ucsd.edu

HIUS 125/ETHN 163J: ASIAN AMERICAN SOCIAL MOVEMENTS
Fall 2017

Tuesday and Thursday 8:00-9:20am
Cognitive Science Building 004

COURSE DESCRIPTION

This course is an introduction to the history of Asian American activism from the late nineteenth century to the present, with particular focus on the politics of solidarity across ethnic, racial, and national boundaries. How have political affinities with African Americans, Latinx, indigenous and colonized peoples empowered Asian Americans in their pursuits for justice? How have these cross-racial and transnational movements reinforced and challenged conceptions of justice rooted in U.S. liberal ideals? We will examine topics including immigration reform, antiwar and anticolonial movements, labor organizing, anti-eviction struggles, hate crimes, and affirmative action.

COURSE OBJECTIVES

Students will develop analytical reading skills and learn to ask informed questions that will expand your understanding of contemporary Asian American politics. You will hone your skills in evaluating primary sources as well as in engaged discussions that includes expressing ideas verbally, mobilizing evidence, and defending and deconstructing an argument. You will also craft a final research project of your choosing through the application of course materials.

REQUIRED TEXTS

1. Biju Mathew, *Taxi! Cabs and Capitalism in New York City* (2005)*
2. Daryl J. Maeda, *Chains of Babylon: The Rise of Asian America* (2009)*
3. Other readings available as PDFs on TritonEd.

*Available at Groundwork Books Collective at the Old Student Center

GRADE

Attendance: 10%
Participation: 10%
Midterm Paper: 25%
Final Exam: 25%
Final Project: 30%

REQUIREMENTS

Attendance (10%)

You are expected to attend all class sessions and be on time. For an absence to be excused, you must provide a note from a doctor, dean, or an academic adviser at the next class meeting. Unexcused absences, tardiness, and leaving class early will impact your attendance grade.

Participation (10%)

You are expected to complete the assigned readings as scheduled and to bring your readings to each class. There will be occasional small group discussions in which you are expected to participate substantively, as well as in-class writing assignments. All of these will factor in your participation grade.

iClicker: Clicker participation is required in this course. Students who do not already own Clickers must purchase one, register its ID number on our TritonEd site, and bring it to every class. Students who answer 80% or more of all Clicker questions asked during lectures will receive one extra credit point towards their final grade.

Laptop use: You may use your laptops and tablets to take notes only if you are sitting in the first two rows of the classroom. Laptops and tablets are otherwise not allowed in class.

Midterm Paper (25%)

The mid-term will be a take-home exam consisting of one question, to be addressed in a 4-5 page typed essay (double-spaced, 12 point Times or Times New Roman font, 1 inch margins). It will be graded on 1) your ability to synthesize the course materials up to week 4 and 2) the strength of your argument. The prompt will be given to you on October 19 and the paper is due October 24.

Final Exam (25%)

The final exam will be an in-class comprehensive exam (Dec 12, 8-11am) consisting one essay and identification of key terms.

Final Project (30%)

You will pick one of the following three options for your final project. Your final project must be typed, double-spaced, 7-8 pages, 12 point Times or Times New Roman font, 1 inch margins, and include a bibliography. It will be due Dec 5.

Option 1: Research Paper

Write a research paper about any topic relevant to the themes of the course. It may be written on an event, organization, law, or individual, or any combination thereof, which has not been covered, or was tangentially covered, in the course. It must include a clear argument, use and cite relevant assigned readings, and utilize primary and secondary sources beyond the course. Primary sources may include but are not limited to newspapers, oral histories, autobiographies, letters, etc.

Option 2: Community Organization Study

Write an essay about an organization/collective that is at the forefront of Asian American political issues, broadly defined. The essay should include the following components: a) basic information about the group (i.e. who, what, when, where); b) its central political issue(s); c) its political strategies; and d) its development from and relationship to other Asian American social movements studied in the course. It should not only be descriptive, but it must be analytical and include a clear argument.

Option 3: Oral History

Conduct an oral interview with an individual who either identifies as or who you consider to be an activist, and interpret this person's life within the broader themes of the course. The interview should be recorded, and you must prepare a set of guiding questions ahead of your interview. The person need not identify as an Asian American, but you must make an argument about the importance of this person's life to the history of Asian American activism.

SCHEDULE OF TOPICS AND READINGS

Week One

Sept 28: Introduction

Week Two

Oct 3: Imperialism, Migrant Labor, and the Origins of Asian America

- Gary Okihiro, "When and Where I Enter," in *Margins and Mainstreams*, 3-30.
- Gary Okihiro, "California," in *American History Unbound*, 150-183.
- Naturalization Act of March 26, 1790.

Oct 5: Civil Rights Pioneers

- "Mary Tape, an Outspoken Woman," in Yung, ed., *Unbound Voices*, 171-75.
- "Why am I a Heathen? (1887)," Wong Chin Foo, and "Why I am Not a Heathen: A Rejoinder to Wong Chin Foo," in Yung, et al., *Chinese American Voices*, 70-85.
- "Dr. Harvey Saburo Hayashi Admonition to Japanese Immigrants, 1893," in Odo, ed., *The Columbia Documentary History of the Asian American Experience*, 97-100.
- "Takao Ozawa v. United States, 1922," and "United States v. Bhagat Singh Thind, 1923" in *The Columbia Documentary History*, 181-88.

Week Three

Oct 10: Anticolonial Nationalism

- Vivek Bald, "Desertion and Sedition: Indian Seamen, Onshore Labor, and Expatriate Radicalism in New York and Detroit, 1914-1930," in Bald et al., eds., *The Sun Never Sets*, 75-102.
- "An Ch'angho, 'Grand Strategy for Independence' for Korea, 1920" in *The Columbia Documentary History*, 174-178.
- "Declaration of the Chinese Hand Laundry Alliance (1933)," in *Chinese American Voices*, 183-185.
- "Chinese Women's Association Condensed Report for the Years 1932-1936," in *Chinese American Voices*, 186-195.

Oct 12: Library Research

Week Four

Oct 17: Wartime Internment and Resistance

- Gary Y. Okihiro, "An American Story," in Linda Gordon and Gary Okihiro, eds., *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, 47-84.
- "Japanese American Mike Masaoka Vows to Cooperate with Government Removal Plans, 1942"; "Journalist James M. Omura Condemns the Mass Exclusion of Japanese Americans, 1942"; "The Fair Play Committee Calls on Nisei to Resist the

Draft, 1944,” in Kurashige and Yang, eds., *Major Problems in Asian American History*, 293-298.

Oct 19: Wartime Patriotism and Liberal Inclusion

- K. Scott Wong, “The ‘Good Asians’ in the ‘Good War,’” in *Americans First*, 72-124.

MIDTERM QUESTION DISTRIBUTED IN CLASS

Week Five

Oct 24: *The Fall of the I-Hotel* (film screening)

MIDTERM PAPER DUE

Oct 26: Cold War Repressions

- Rick Baldoz, “Comrade Carlos Bulosan: U.S. State Surveillance and the Cold War Suppression of Filipino Radicals,” *Japan Focus*, vol. 11, issue 33, no. 3 (2014), 1-24.
- Maeda, *Chains of Babylon*, introduction and chapter 1

Week Six

Oct 31: The Birth of Ethnic Studies

- Maeda, *Chains of Babylon*, chapter 2
- “San Francisco State University Third World Liberation Front Position, 1968,” in *The Columbia Documentary History*, 361-364.

Nov 2: Black Power and Asian America

- Maeda, *Chains of Babylon*, chapter 3
- Yuri Kochiyama, “The Impact of Malcolm X on Asian American Politics and Activism,” in James Jennings, *Blacks, Latinos, and Asians in Urban America*, 129-141.
- Amy Uyematsu, “The Emergence of Yellow Power in America,” in *Roots*, 9-13.

Week Seven

Nov 7: The Vietnam War and Anti-Imperialism

- Maeda, *Chains of Babylon*, chapters 4, conclusion
- Helen C. Toribio, “Dare to Struggle: The KDP and Filipino American Politics,” in Ho et al., eds., *Legacy to Liberation*, 31-45.
- Miriam Ching Young Louie, “It’s Never Ever Boring! Triple Jeopardy from the Korean Side,” Omatsu et al., *Asian Americans: The Movement and the Moment*, 90-99.

Nov 9: Third World Women and the Politics of Feminism

- Miriam Ching Young Louie, “Holding Up Half the Sky: Chinese Immigrant Women Workers,” in *Sweatshop Warriors*, 19-61.

Week Eight

Nov 14: Neoliberalism and the Age of Austerity

- Biji Mathew, *Taxi!* 1-82.

Nov 16: Hate Crimes and Racial Profiling

- Mathew, *Taxi!* 83-142.

Week Nine

Nov 21: Library Research

Nov 23: THANKSGIVING NO CLASS

Week Ten

Nov 28: The Problem of the Colorblind

- Mathew, *Taxi!* 177-232.
- Jeannie Suk Gersen, “The Uncomfortable Truth About Affirmative Action and Asian Americans,” *The New Yorker*, August 10, 2017.

Nov 30: #AsiansForBlackLives

- Eric Tang, “A Gulf Unites Us: The Vietnamese Americans of Black New Orleans East,” *American Quarterly* 63:1 (2011): 117-149.
- Glenn Omatsu, “Immigrant Workers Take the Lead: A Militant Humility Transforms L.A. Koreatown,” in Buff, ed., *Immigrant Rights in the Shadows of Citizenship*, 266-282.
- #A4BL “Who We Are,” <https://a4bl.wordpress.com/>

Week Eleven

Dec 5: Confronting War and Empire after 9/11

- Dean Saranillio, “Colonial Amnesia: Rethinking Filipino ‘American’ Settler Empowerment in the U.S. Colony of Hawai‘i,” in Fujikane and Okamura, eds., *Asian Settler Colonialism*, 256-278.
- The Nikkei for Civil Rights & Redress September 11 Committee, “Building a Movement to End this Illegal and Immoral War,” *Amerasia* 33:3 (2007): 111-124.
- AAVVO, Veterans Day Statement,” *Amerasia* 33:3 (2007): 125-126.

FINAL PROJECT DUE

Dec 7: Final Exam Review

Dec 12: **FINAL EXAM 8-11am**

POLICIES

Deadlines

All writing assignments are due at the beginning of class of the due date. I will dock all late writing assignments a third of a letter grade per day (meaning an A paper submitted one day late will receive a B+, etc.). All late work must be made up even if it can no longer earn credit. Failure on any one assignment, including failure to complete any one assignment, constitutes failure in the course. I will not send reminders about deadlines.

Classroom Etiquette

Please refrain from texting, web browsing, emailing, social networking, tweeting and so forth, during class. Rude behavior that is disruptive to the instructor and to your classmates—such as web or phone browsing—is fair grounds for a lowered participation

score or removal from class. Please turn off your cell phones. If you have an emergency situation that requires you to be available by cell phone, please let me know before class begins.

As a class based heavily on discussions, I ask that you interact civilly with participants of differing opinions, and treat others with respect regardless of race, sex, ethnicity, religion, gender identity, sexual orientation, or disability. That said, some of our topics and readings are controversial and I welcome respectful and informed argumentation and debate. Your grade will never suffer merely from you adopting a different viewpoint or interpretation than that of your instructor and classmates.

Academic Honesty & Integrity

Please review the UCSD policy on Academic Integrity at <https://academicintegrity.ucsd.edu/>. Furthermore, be aware of rules against cheating, plagiarism, falsification, and collusion. Though it's unpleasant to discuss, I am obligated to state here that violations will result in certain failure of the assignment and potential failure of the course or final grade deduction, along with referral to UCSD administrators for further action (which may include probation, suspension, or expulsion).

In particular, by submitting written work for this class, you attest that the words, concepts, and ideas are your own except where explicitly attributed to others using a recognized academic citation style (in our case, Chicago style). I am not willing to accept that an unattributed phrase, sentence, or paragraph from someone else's article, book, or webpage floated into your paper "by accident." Other forms of academic dishonesty include, but are not limited to, copying from another student's test, doing assignments or tests for another student, or colluding with others to engage in academic dishonesty.

Finally, please note that it is a violation of academic honesty policies for you to combine submissions for this class with those for another class, or to submit material here that has already been submitted elsewhere, only original work done for this class will be accepted.

Accommodations for Disabilities

Students who may need academic accommodations due to a disability are encouraged to contact Office for Students with Disabilities (<https://students.ucsd.edu/well-being/disability-services/index.html>). I will support any accommodation requests approved by OSD.

Resources for Students

I encourage you to use the resources available to you on campus to help you produce your best written work for this class. I am always available to help, but you may also consider the following other resources:

Teaching + Learning Commons

- Make an appointment by visiting: <http://commons.ucsd.edu/students/writing/index.html>

UCSD Library

Alanna Aiko Moore, librarian for Ethnic Studies, Sociology, and Gender Studies
aamoore@ucsd.edu