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)*
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
- Naturalization Act of March 26, 1790.

Oct 5: Civil Rights Pioneers

**Week Three**  
Oct 10: Anticolonial Nationalism

Oct 12: Library Research

**Week Four**  
Oct 17: Wartime Internment and Resistance
- “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
Oct 19: Wartime Patriotism and Liberal Inclusion

MIDTERM QUESTION DISTRIBUTED IN CLASS

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

Week Six
Oct 31: The Birth of Ethnic Studies
  • Maeda, Chains of Babylon, chapter 2

Nov 2: Black Power and Asian America
  • Maeda, Chains of Babylon, chapter 3

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.

Nov 9: Third World Women and the Politics of Feminism

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.

Nov 30: #AsiansForBlackLives
• #A4BL “Who We Are,” https://a4bl.wordpress.com/

**Week Eleven**
Dec 5: Confronting War and Empire after 9/11

**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