

20^{ethn} –Fall 2019

Introduction to Asian American Studies

Prof. Y en L  Espiritu

Office hours: Tues 10 to 11 a.m.; Thurs 2 to 4 p.m. – SSB 228

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Teaching Assistants and Discussion Sections

Keva Bui Mon 3 p.m. and 4 p.m., CENTR 205

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Noelle Sepina Mon 9 and 10 a.m., YORK 3050A

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Course Description

Emerging from mid-20th century social movements, civil rights-era formations, and antiwar protests, Asian American studies is now an established field of transnational inquiry, diasporic engagement, and rights activism. This course examines how Asian Americans have influenced American history, from the nineteenth century to the contemporary moment. Course readings, lectures and assignments will foreground an analysis of how Asian Americans have been racialized in relation to other groups in the United States and its territories, and how they have expanded possibilities for ally-ship and coalition. We will pay particular attention to Asian American alternative world-making, insurgent knowledge formation, and social justice campaigns.

Note: This syllabus is subject to change; the syllabus of record is kept updated and posted on the course website.

Required Texts

All course readings can be viewed and downloaded via the course website via TritonEd. Other relevant course materials will also be posted there throughout the quarter.

Course requirements

Assignments/Exams	Grading Scale			
Discussion section participation – 20%	94-100	A	73-75	C
“Immigration Law” Assignment – 10 %	90-93	A-	70-72	C-
Midterm Exam – 20%	86-89	B+	66-69	D+
“Current Event” Assignment – 15%	83-85	B	63-65	D
Participation (attendance; conduct) – 5%	80-82	B-	60-63	D-
Final Exam – 30%	76-79	C+	0-60	F

Discussion section participation. Sections are mandatory. Each TA will have their unique way of evaluating section participation. Please attend the section in which you are registered now and throughout the duration of the course.

“Immigration Law” Assignment – Due date: Oct. 17. Instructions will be posted on TritonEd

Midterm Exam – In-class exam, Nov. 5

“Current Event” Assignment – Due date: Nov. 21. Instructions will be posted on TritonEd
Final Exam – In-class exam, Friday Dec. 13, 11:30 a.m. - 2:30 p.m.

**** Grading policy.** You must complete all assignments and receive a passing grade in your discussion section in order to receive a passing grade in the class. For the **P/NP option**, a “Pass” requires the equivalent letter grade of C or above.

Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD’s policy on Integrity of Scholarship, available at <https://academicintegrity.ucsd.edu/process/policy.html>

Classroom Conduct/Discussion Ethics

Students and instructors both have responsibilities for creating a collegial environment conducive to respectful exchange and intellectual growth. We are engaged in scholarly inquiry, which requires us to base our arguments on evidence, analysis, and logic, not on unsubstantiated opinions. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community (<https://ucsd.edu/about/principles.html>) that we are all expected to follow.

Attendance: I firmly believe that students learn the course material much better when they regularly attend lecture. Therefore, I will take attendance periodically via short in-class written exercises.

Accommodations

If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities. If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

Classroom Technology Policy

“A growing body of evidence shows that over all, college students learn less when they use computers or tablets during lectures. They also tend to earn worse grades. The research is unequivocal: Laptops distract from learning, both for users and for those around them.”

Source: <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html? r=1>

“... research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing.”

Source: <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>

My goal is to create and maintain an environment in which all students have the maximum potential to focus on learning. Therefore, I request that all electronic devices, including laptops, be **put away** at all times. If you need special accommodations, please email me in the first two weeks of class. Let’s respect the classroom as a place of learning and exchanging of ideas.

Unit 1 – Relational Racial Formations

“Whatever affects one directly, affects all indirectly.”

Dr. Martin Luther King, Jr.

Week 1 (10/1 & 10/3) – Introduction: A Song for Ourselves

News Watch: Frank Shyong, “Laotian Americans’ Stories Are Obscured by History. That’s Why We Need Ethnic Studies.” *Los Angeles Times* 8/26/2019 <https://www.latimes.com/california/story/2019-08-25/southeast-asia-histories-ethnic-studies-curriculum>

Daniel Martinez Hosang and Natalia Molina. “Introduction: Toward a Relational Consciousness of Race,” pp. 1-18 in *Relational Formations of Race: Theory, Method and Practice*. University of California Press, 2019.

Yen Le Espiritu. “Coming Together: The Asian American Movement.” Ch. 2 in *Asian American Panethnicity: Bridging Institutions and Identities*. Temple University Press, 1992.

Asian American Opposition to Vietnam War: <https://densho.org/asian-american-opposition-vietnam-war/>

Documentary: *A Song for Ourselves* (Tadashi Nakamura)

Unit 2 – Asian American Racial Formation: Immigration, Citizenship and Nation

“The idea of an Asian American identity is an inherently political one, about forging a community and finding shared commonalities—even when those commonalities are not always easy to find”
Neelanjana Banerjee

Week 2 – 10/8 & 10/10 | Racial Exclusion: Perpetual Foreigner & Yellow Peril

News Watch: Frank Wu. “Attacking Chinese on Our Campus Only Hurts America.” *Inside Higher Ed*. July 15, 2019. <https://www.insidehighered.com/views/2019/07/15/significant-damages-america-attacking-chinese-academics-opinion>

Erika Lee, “The Chinese Exclusion Example: Race, Immigration and American Gatekeeping, 1882-1924.” *Journal of American Ethnic History* Vol. 21, No. 3 (Spring, 2002), pp. 36-62.

Mae Ngai. “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924.” *The Journal of American History* June 1999.

Helen H. Jun. 2006. “Black Orientalism: Nineteenth-Century Narratives of Race and U.S. Citizenship.” *American Quarterly* 1047-1066.

Week 3 - 10/15 & 10/17 | Policing Bodies: Race, Sex, Gender, Propriety

News Watch: Lisa Ko. "Why It Matters That 'Emily Doe' in the Brock Turner Case is Asian American." *The New York Times* September 24, 2019. <https://www.nytimes.com/2019/09/24/opinion/chanel-miller-know-my-name.html?action=click&module=Opinion&pgtype=Homepage>

Nayan Shah. "Strangers to Citizenship," Ch. 7 in *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West*, University of California Press, 2011.

Leti Volpp, "Divesting Citizenship: On Asian American History and the Loss of Citizenship through Marriage," 53 *UCLA L. Rev.* 405 (2005): 405-483.

Rhacel Salazar Parreñas, "'White Trash' Meets the 'Little Brown Monkeys': The Taxi Dance Hall as a Site of Interracial and Gender Alliances between White Working Class Women and Filipino Immigrant Men in the 1920s and 30s," *Amerasia Journal* 24, no. 2 (1998): 115-134.

Video: "Dollar a Day, Ten Cents a Dance."

"Immigration Law" Assignment Due 10/17

Week 4 - 10/22 & 10/24 | Settler Colonialism and Immigrant Settlers

News Watch: Brian Puanani Tennyson. "UC Is on the Wrong Side of History in Hawaii." *The Daily Californian*, September 13, 2019. <https://www.dailycal.org/2019/09/13/uc-is-on-the-wrong-side-of-history-in-hawaii/>

Wendi Yamashita. "The Colonial and the Carceral: Building Relationships Between Japanese Americans and Indigenous Groups in the Owens Valley." *Amerasia Journal* 42:1 (2016): 121-138.

Haunani-Kay Trask (2000). "Settlers of Color and 'Immigrant' Hegemony: 'Locals' in Hawai'i," *Amerasia Journal*, 26:2, 1-26.

Monisha Das Gupta and Sue P. Hagland. "Mexican Immigration to Hawai'i and US Settler Colonialism." *Latino Studies* vol. 13, 4, 455-480.

Unit 3 - Race Making and War Making

"Why should black folks fight a war against yellow folks so that white folks can keep a land they stole from red folks? We're not going to Vietnam. Ain't no Vietcong ever called me ni_____!"
Stokely Carmichael

Week 5 - 10/29 & 10/31 | The Cold War: U.S. Militarization in Asia and the Pacific

News Watch: Choe Sang-Hun. "Korean Families: Separated for 6 Decades, Are Briefly Reunited." *New York Times* August 20, 2018. <https://www.nytimes.com/2018/08/20/world/asia/north-south-korea-family-reunions.html>

Simeon Man. "Working the Subempire: Philippine and South Korean Military Labor in Vietnam." Ch. 4 in *Soldiering through Empire: Race and the Making of the Decolonizing Pacific*, University of California Press, 2018.

Yen Le Espiritu. "Militarized Refuge(es)." Ch. 2 in *Body Counts: The Vietnam War and Militarized Refuge(es)*. University of California Press, 2014.

Dean Itsuji Saranillio, "Colliding Histories: Hawai'i Statehood at the Intersections of Asians 'Ineligible to Citizenship' and Hawaiians 'Unfit for Self-Government,'" *Journal of Asian American Studies* 13, no. 3 (October 2010): 283-309.

Khatharya Um. "The 'Vietnam War': What's in a Name?" *Amerasia Journal* vol. 31, number 2, 2005, pp. 134-139

Week 6 - 11/5 & 11/7 | Returns of War: Orphans and Adoptees

Arisa H. Oh, "From War Waif to Ideal Immigrant: The Cold War Transformation of the Korean Orphan," *Journal of American Ethnic History* 31, No. 4 (2012): 34-55.

Video: Loving Belinda / Jane Jin Kaisen

In-Class Midterm – Nov. 5

Week 7 - 11/12 & 11/14 | The Rising Tide of Color

News Watch: Jaskiran Dhillon. "Youth Activists Tell Washington 'We're Coming for You' on Climate Change." *Truthout* September 19, 2019. <https://truthout.org/articles/youth-activists-tell-washington-were-coming-for-you-on-climate-change/>

Judy Tzu-Chun Wu. "Hypervisibility and Invisibility of Asian/American Women, Radical Orientalism, and the Revisioning of Global Feminism." In *The Rising Tide of Color: Race, State Violence, and Radical Movements across the Pacific*, edited by Moon-Ho Jung. University of Washington Press, 2014, pp. 238-265

Martin Luther King, Jr. "Beyond Vietnam," Riverside Church, New York City, 4 April 1967.

Pamela E. Pennock, "Intersections: Palestine, Arab Americans, and the Movements of the Sixties," in *The Rise of the Arab American Left: Activists, Allies, and Their Fight against Imperialism and Racism, 1960-1980s* (Chapel Hill: University of North Carolina Press, 2017), 79-117.

Unit 4 - Contemporary Asian America

"You don't choose the times you live in, but you do choose who you want to be, and you do choose how you want to think."

Grace Lee Boggs

Week 8 - 11/19 & 11/21 | Model Minority and the Immigration Act of 1965

News Watch: Amy Yang. "Good at Math? Work Hard? Some Asian Americans Bristle at Andrew Yang's Use of Stereotypes." *Washington Post* Sept 16, 2019.

https://www.washingtonpost.com/politics/good-at-math-work-hard-some-asian-americans-bristle-at-andrew-yang-use-of-stereotypes/2019/09/16/f990d780-d656-11e9-ab26-e6dbebac45d3_story.html

News Watch: Janelle Wong and David Silver, "Telling the Wrong Story about Racial Discrimination in Education," *Boston Globe*, 18 Jun 2018. <https://www.bostonglobe.com/opinion/2018/06/17/telling-wrong-story-about-racial-discrimination-education/g8Fsvasy3AffoXv4r3QGzL/story.html>

Ellen D. Wu. "Introduction: Imperatives of Asian American Citizenship" (pp. 1-9) in *The Color of Success: Asian Americans and the Origins of the Model Minority*. Princeton University Press, 2014.

Ellen D. Wu. "Epilogue: Model Minority/Asian American" (pp. 242-258) in *The Color of Success: Asian Americans and the Origins of the Model Minority*. Princeton University Press, 2014.

Muzaffar Chishti, Faye Hipsman, and Isabel Ball, "Fifty Years On, the 1965 Immigration and Nationality Act Continues to Reshape the United States." *Migration Policy Institute*, October 15, 2015.

<https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states>

Chuh, Kandice. 2018. "Asians Are the New...What?" In *Flashpoints for Asian American Studies*, edited by Cathy J. Schlund-Vials and Viet Thanh Nguyen. New York: Fordham University Press.

"Current Event" assignment due Nov 21

Week 9 - 11/26 | Incarceration, Detention, Deportation

News Watch: Michelle Chen. "Southeast Asian Refugees Are the Latest Victims of Trump's Deportation Crackdown." *The Nation* January 3, 2019. <https://www.thenation.com/article/southeast-asian-refugees-deportation/>

Soo Ah Kwon. "Deporting Cambodian Refugees: Youth Activism, State Reform, and Imperial Statecraft." *Positions* 20:3 (2012): 737-762.

Video: TBD

Thursday: Thanksgiving Break

Week 10 - 12/3 & 12/5 | Post-9/11 Asian America

News Watch: Omer Aziz. "The World 9/11 Took from Us." *New York Times*, 9/11/19
<https://www.nytimes.com/2019/09/11/opinion/september11-attacks-2001.html>

Sunaina Maira. "Coming of Age under Surveillance: Surveillance Effects and the Post-9/11 Culture Wars." Ch. 5 in *The 9/11 Generation: Youth, Rights, and Solidarity in the War on Terror*, NYU, 2016.

Yen Le Espiritu and Lan Duong. "Feminist Refugee Epistemology: Reading Displacement in Vietnamese and Syrian Refugee Art." *Signs: Journal of Women in Culture and Society*, special issue "Displacement."

Final Exam Friday Dec. 13, 11:30 a.m. - 2:30 p.m.

Majoring or Minorin in Ethnic Studies

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 Rodriguez, Ethnic Studies Undergraduate Program Advisor
ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu