COURSE DESCRIPTION

This course takes a survey of recent Asian American history, beginning roughly after 1965. It attends to the diverse movements that have emerged to frame Asian American culture, history, and politics: the activism that helped construct the category “Asian American” as a political challenge to marginalization as well as racism; the migration of “newer” Asians and the issues posed by their arrival; the distinct contours of Asian American “racialization,” attending to questions of assimilation, gender, sexuality, violence, and so on; and Asian American cultural work, including literature, film, art, and music.

REQUIRED TEXTS

2. R. Zamora Linmark, Rolling the R’s (Kaya: 1997).
6. E-reserve and online readings.

Please note that there is WebCT site for the course, located at webct.ucsd.edu. The direct url is https://webctweb.ucsd.edu/webct/logon/2388249491001. We will be using it a lot, so become familiar with it.

Texts 1-5 are available at Groundwork Books Collective and on reserve at Geisel; e-reserve readings can be found at reserves.ucsd.edu, while online readings have links posted on the WebCT site. Please see the calendar for more information.
**GRADING**

For this class, your grade will be determined by a “contract” grade. This means you will choose at which level—corresponding to a particular grade—you will work. Any adjustments will be made at the instructor’s discretion.

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**ASSIGNMENTS**

1. attendance/participation
2. thesis breakdowns
3. online discussion
4. film and/or novel paper(s)
5. group presentation

1. By attendance/participation, I mean **more than showing up for class**. In the effort to create a space where learning is shared and communal, it is critical for you to join in discussions by asking questions, seeking clarification, and offering ideas and interpretations.

2. The purpose of thesis breakdowns is to **demonstrate that you understand what you are reading**. Select one sentence in the reading that you think best articulates the main points of the essay. Then, “unpack” the sentence—break down its ideas and explain its significance for the course. Guidelines for submission: The thesis breakdown must refer to a reading for the upcoming week—one we have not yet discussed. And rather than submit the paper to me, you must **post it online** to the Discussion Board by Monday at 5 pm. Late submissions will not count, and only one should be submitted each week, so start early.

3. Online discussions will take place on the WebCT site, which can be accessed at http://webct.ucsd.edu. In order to qualify for having completed an online discussion week, you must 1) **Post your thesis breakdown by Monday at 5 pm**; and 2) **Make three other, separate posts**, as threads that engage with and respond to other students’ thesis breakdowns with constructive critique. The goal is to **create a critical conversation** that complements our work in class. All posts must be entered by the following Monday at 5 pm to count. Late posts will not count, and only one set of discussions should be submitted each week, so start early.

4 & 5. Papers and presentations will be addressed by the third week.

**A note on quality**: All work that is submitted must meet certain standards of quality and integrity. The overall quality of the work you submit will contribute to determining your final course grade.
**SCHEDULE**

**Key**

_CAA: Contemporary Asian America_

Online: See Announcements on WebCT

E-reserve: See http://reserves.ucsd.edu

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**Week 1: Backgrounds**

3/31  Timothy Fong, “The History of Asians in America.” Online

        Michael Omi, “Teaching, Situating, and Interrogating Asian American History.” Online

4/2    Ronald Takaki, “From a Different Shore: Their History Bursts with Telling.” E-reserve


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**Week 2: Activism**

Selections from Anna Deavere Smith, _Twilight: Los Angeles, 1992_


        Gary Okihiro, “When and Where I Enter.” E-reserve

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**Week 3: Racializing Asian America**


        Janine Young Kim, “Are Asians Black?: The Asian-American Civil Rights Agenda and the Contemporary Significance of the Black/White Paradigm.” _CAA_, 331-353


        Selections from Anna Deavere Smith, _Twilight: Los Angeles, 1992_

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**Week 4: New Migrations**


Carl Bankston III and Danielle Antoinette Hidalgo, “The Waves of War: Immigrants, Refugees, and New Americans from Southeast Asia.” CAA, 139-157

4/23  **No class meeting.**

Ajantha Subramanian, “Indians in North Carolina: Race, Class, and Culture in the Making of Immigrant Identity.” CAA, 158-175

Lynn Fujiwara, “Mothers without Citizenship: Asian Immigrants and Refugees Negotiate Poverty and Hunger after Welfare Reform.” CAA, 279-296

**Week 5: The Model Minority**


**Week 6: National and Transnational**


King-Kok Cheung, “The Woman Warrior versus the Chinaman Pacific: Must a Chinese American Critic Choose Between Feminism and Heroism?” E-reserve

5/7  Lisa Lowe, “Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences.” CAA, 505-525


**Week 7: Gender, Sexuality, Diaspora**


Film: *The Wedding Banquet* (1993), Dir. Ang Lee


5/14  Shirley Hune, “Doing Gender with a Feminist Gaze: Toward a Historical Reconstruction of Asian America.” E-reserve
Week 8: **Culture**

R. Zamora Linmark, *Rolling the R’s*, 1-74


Esther Kim Lee, “Between the Personal and the Universal: Asian American Solo Performance from the 1970s to the 1990s.” E-reserve


Week 9: **Violence**

R. Zamora Linmark, *Rolling the R’s*, 75-149

5/26 Helen Zia, “Detroit Blues: Because of You Motherfuckers.” E-reserve

Sylvia Shin Huey Chong, “‘Look, an Asian!’: The Politics of Racial Interpellation in the Wake of the Virginia Tech Shootings.” E-reserve


Sunaina Maira and Magid Shihade, “Meeting Asian/Arab American Studies: Thinking Race, Empire, and Zionism in the U.S.” E-reserve

Week 10: **New Directions**

6/2 Mariane Satrapi, *Persepolis: The Story of a Childhood*


Vicente M. Diaz, “To ‘P’ or Not to ‘P’?: Marking the Territory Between Pacific Islander and Asian American Studies.” E-reserve
Ethnic Studies Major or Minor

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Undergraduate Advisor for the Department of Ethnic Studies, at (858) 534-3277 or yescamilla@ucsd.edu.

University Policies

1. The University of California, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in any of its policies, procedures, or practices; nor does the university discriminate on the basis of sexual orientation.

2. Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort.