



ETHN 20: Intro to Asian American Studies

Lecture Times: MWF 10-10:50am @ CTR 109

Instructor: Dr. Amanda Solomon Amorao

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Office hours: By Appt or WF 11-Noon @ PCYN 251

Teaching Assistant	Email	Office Hours
Mohamed Abumaye	mabumaye@ucsd.edu	WF 1-1:50pm @ Black Resource Center
Jennifer Mogannan	jmmogann@ucsd.edu	T 2:30-4:00 and W 11-12:30 @ Cross Cultural Ctr
Amrah Salomon Johnson	ansalomo@ucsd.edu	W 12:30-1:30 and by appointment Fri @ SSB251

Course Description

Numerically, people of Asian and Pacific Islander (API) descent constitute a minority in the United States. In the 2010 Census, their numbers equaled only about 5.6% of the total US population. The history of API immigrants in the US, however, is significantly different from that of other minority groups, particularly African American and Latino communities. On the West Coast where 46.2% of all API live, Asian Americans seem a “majority minority” as their numbers dominate in cities and universities all over California. Last 2013-2014 school year, for example, 43.2% of all UCSD students identified themselves as belonging to the Asian/Native Hawaiian/Pacific Islander category. The seeming success of Asian Americans in higher education and in larger US society begs the question as to whether or not this population is even affected by issues of racism and ethnic identity. How can this course fulfill the equity, diversity, and inclusion requirement when APIs already seem clearly included – at least on UCSD’s campus?

This course takes seriously the above question by investigating key issues in Asian American lives. It emphasizes the global historical context of migration, considering the multiple ways that APIs have been included/excluded within the American nation – whether as labor to power the US economy, as colonial subjects, or as transnational agents operating across borders. We will consider how APIs have been depicted alternately as “model minorities” and “yellow perils” – simultaneously proof of the American dream while contradictorily the perpetual foreigner. We will also explore the development of ethnic and racial consciousness – what it *means* to be API and how API communities have negotiated their identities and economic, social, and political status in the US. Ultimately, we will explore how the Asian American experience reveals the complexity and nuances of race relations in the United States – how Asian Americans have struggled for equal treatment in the US while foregrounding the profound diversity in their very own communities.

Course Requirements

**** ALL REQUIREMENTS OF THE COURSE MUST BE COMPLETED TO PASS. NO LATE ASSIGNMENTS ACCEPTED WITHOUT VALID DOCUMENTED EXCUSE****

❖ **Lecture Comment/Question Cards (10%)**

Every Wed at the end of lecture, students will submit a question or comment concerning the readings and lectures of that week on a 3x5 index card with their names, PIDs, email addresses, and the date in the top right corner. All cards will be read and graded personally by the professor and some comments/questions will be selected for discussion during Friday lectures. Professor will email students to be prepared to discuss comment/question further if selected.

❖ **Section Attendance & Participation (10%)**

This grade is determined by a student's consistent attendance and lack of tardiness at section as well as participation in small and large group discussions, completion of any work assigned by teaching assistant, and/or visits to office hours.

❖ **Take-home Midterm (35%)**

In week 5, students will submit a take-home midterm demonstrating their understanding of the first half of readings and lectures in the course. Further instructions will be made available on TED.

❖ **Community Event Reflection Paper (10%)**

In week 9, a 2page paper reflecting on the students' attendance at an event in the API community on campus or locally in San Diego is due. Further instructions will be made available on TED.

❖ **Final Exam (35%)**

On Fri 12/19 (8am-11am), students will be given a closed-note, closed book exam. Students will be required to use bluebooks and to respond to short answer questions as well as produce a longer essay. A study guide will be made available on TED before the exam.

Academic Integrity

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at: <http://academicintegrity.ucsd.edu>. Students must submit their take-home midterms and community event reflection papers to turnitin.com through the TED website. **VIOLATION OF ACADEMIC INTEGRITY MAY RESULT IN FAILURE OF ASSIGNMENT, FAILURE OF COURSE, AND DISCIPLINARY ACTION.**

Student Code of Conduct

By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. Please keep in mind, however, that we must engage each other in a respectful and considerate manner. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>). Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

Technology Policy

All personal electronics should be off or on “silent” mode. Texting, games, schoolwork not pertaining to class, and social media (Facebook, Youtube, email, etc.) are not permitted. If your technology use becomes distracting or disruptive, you will be asked to leave the lecture or discussion section.

Students with Disabilities

Students with disabilities should talk with professor and teaching assistant by the end of week 1 to make accommodations for the quarter. Please see the Office for Students with Disabilities website (<http://disabilities.ucsd.edu>) for more information on registering for accommodations.

Majoring or Minor 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 social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor at 858-534-3277 or d1rodriguez@ucsd.edu or www.ethnicstudies.ucsd.edu

Required Texts

Dhingra, Pawan and Robyn M. Rodriguez. *Asian America: Sociological and Interdisciplinary Perspectives*. ISBN: 978-0745647043. Available for purchase at the bookstore.

**All other texts available on TED.

Tentative Schedule

**Instructor reserves the right to alter schedule as necessary. Please constantly check TED for updates.

All readings are due on the date listed**

Week 1: Introduction

Fri 10/3 – Overview of course themes, policies, requirements, and expectations

Mon 10/6 – Dhingra & Rodriguez, Introduction (pgs 1-17)

Wed 10/8

- Dhingra & Rodriguez, Ch 2 (pgs 18-37)
- Mecija, Melissa. “New District Lines Change Landscape in City Council District 6 Election”

Fri 10/10 – District 6 Candidates Visit (TO BE CONFIRMED)

- <http://cateforcouncil.com>
- <http://www.carolkimd6.com>

Week 2: Border Crossings

Mon 10/13 – Dhingra & Rodriguez, Ch 3 (pgs 38-56)

Wed 10/15

- Dhingra & Rodriguez, Ch 7 (pgs 117-135)
- Vargas, Jose Antonio. “Actions are Illegal, Never People.” TEDxMidAtlantic 2012.

Fri 10/17 – Lecture Questions & Discussion

Week 3: Asian (Pacific) American

Mon 10/20 – Diaz, Vicente. “To ‘P’ or not to ‘P’?: Marking the Territory Between Pacific Islander and Asian American Studies.” *JAAS*, Vol. 7, No. 3, Oct 2004, pp. 183-208.

Wed 10/22 – Trask, Haunani Kay. “Introduction” and “Politics in the Pacific Islands: Imperialism and Native Self-Determination.” *From a Native Daughter: Colonialism and Sovereignty in Hawaii*. Univ of Hawaii Press; Rev Sub edition (June 1999)

Fri 10/24 – Lecture Questions & Discussion

Week 4: Empire State of Mind

Mon 10/27 – Ito, Reynaldo. “The Philippine-American War: Friendship and Forgetting.” *Vestiges of War: The Philippine American War and the Aftermath of an Imperial Dream*

Wed 10/29

- Parrenas, Rhacel Salazar. “New Household Forms, Old Family Values: The Formation and Reproduction of the Filipino Transnational Family in Los Angeles.” *Contemporary Asian America*. Eds. Min Zhou and J.V. Greenwood. New York: NYU Press, 2007. 206-221.
- Espiritu, Yen Le. “Gender, Migration, and Work: Filipina Health Care Professionals in the United States.” *Contemporary Asian America*. 259-278.

Fri 10/31 – Lecture Questions and Discussion

Week 5: Waves of War

Mon 11/3

- **Take-Home Midterm Due**
- Vo, Linda Trinh. “The Vietnamese American Experience: From Dispersion to the Development of Post-Refugee Communities.” *Asian American Studies: A Reader*. Eds. Jean Wu and Min Song. New Brunswick: Rutgers UP, 2000. 290-305.

Wed 11/5

- Ma Vang, “The Refugee Soldier: A Critique of Recognition and Citizenship.” *positions* 20:3 Summer 2012. 685-712.
- Lieu, Nhi. “Remembering ‘the Nation’ Through Pageantry: Femininity and the Politics of Vietnamese Womanhood in the *Hao Hau Ao Dai* Contest.” *Frontiers* Vol 21 No 1/2 (2000).

Fri 11/7 – Lecture Questions & Discussion

Week 6: Chinatown Sexualities

Mon 11/10 – Luibheid, Eithne. “A Blue Print for Exclusion: the Page Law, Prostitution, and Discrimination Against Chinese Women.” *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: UM Press, 2002.

Wed 11/12

- Shah, Nyan. “Perversity, Contamination, and the Dangers of Queer Domesticity.” *Contagious Divides: Epidemics and Race in San Francisco’s Chinatown*. Berkeley: UC Press, 2001. 77-104.
- SDAFF 9Man Screening @ CalIT2, 6-8pm

Fri 11/14 – Lecture Questions & Discussion

Week 7: Yellow, Back, White

Mon 11/17 – Okihiro, Gary. “Is Yellow Black or White?” *Margins and Mainstreams: Asians in American History and Culture*. Seattle: UW Press, 2014. 31-63.

Wed 11/19

- Dhingra & Rodriguez, Ch 10 (pgs 174-187)
- *Sa I Gu*. 1993. Director: Dai Sil-Kim Gibson.

Fri 11/21 – Lecture Questions & Discussion

Week 8: 12/7 & 9/11

Mon 11/24 – Mae Ngai, “The WWII Internment of Japanese Americans and the Citizenship Renunciation Cases,” 175-201.

Wed 11/26

- Melani McAlister, "Iran, Islam, and the Terrorist Threat, 1979-1989." *Epic Encounters*. 198-234.
- Kang, Jerry. "Thinking Through Internment: 12/7 and 9/11." *Berkley Asian American Law Journal*, Vol. 9, 2002

Fri 11/28 – THANKSGIVING HOLIDAY

Weeks 9-10: (dis)identifications

Mon 12/1 – CLASS CANCELLED

Wed 12/3

- **Community Event Reflection Paper Due**
- Lecture Questions & Discussion

Fri 12/5

- Dhingra & Rodriguez, Ch 9 (pgs 156-173)
- Dang, Alex. "What Kind of Asian Are You?" (http://youtu.be/VoP0ox_Jw_w)

Mon 12/8

- Vo, Linda. "Beyond Color-Blind Universalism: Asians in a 'Postracial America.'" *JAAS* Oct 2012. 327-342.
- Santa Ana, Jeffrey. "Feeling Ancestral: The Emotions of Mixed Race and Memory in Asian American Cultural Productions." *positions* vol. 16 no. 2 (Fall 2008). 457-482.

Wed 12/10 - Selections from: Kong, Angela. *Re-Examining Diversity Policy at UC San Diego: The Racial Politics of Asian Americans*. 2014.

Fri 12/12 – Lecture Questions & Discussion

FRIDAY 12/19 FINAL EXAM 8AM-11AM