

ETHN 121R: Contemporary Asian American History Fall 2022

Instructor: Dr. Christen Sasaki

Zoom Office Hours (via Canvas calendar app): Thursdays, 12:30-1:30pm (Pacific Time) and by appointment (Office hours begin Sept. 29)

Email: csasaki@ucsd.edu (please allow 24 hours for a response)

Course Description

This course explores a series of historical issues in Asian American Studies, focusing specifically on changes in Asian American communities as a result of renewed immigration since 1965; the influx of refugees from Southeast Asia, and the impact of contemporary social movements on Asian-Americans' current economic, social, and political status. Our weekly lectures, activities, and readings are designed to lead to a critical understanding of the links between history and our present day political and socio-economic context.

Course Format:

This is a reading intensive, quarter-long fully remote/online class. Each week, you will be expected to log into the Learning Management System (CANVAS) and participate in the weekly assignments: watch the asynchronous lecture videos to enhance your learning, read the required texts and/or watch the required films, and participate in online discussions that probe your reaction to the topics considered. Each module corresponds to a particular week and is formatted in the order I suggest you complete the material.

You will also be required to take 4 online quizzes via Canvas at the end of each thematic unit to practice and demonstrate your knowledge. Your participation and engagement with the learning activities is crucial to succeeding in this course.

If you have not used Canvas before, please refer to the student help guides and videos, which are located on the left-side menu's help section (the question mark icon). Should you need any technical assistance with Canvas, please alert your instructor and send an email to UCSD Ed Tech at servicedesk@ucsd.edu.

Course Learning Objectives

- Students engage in critical dialogue on the topic of Asian American history and experience.
- Students critically analyze the links between historical events and the present political and socio-economic context for the Asian American community.
- Apply critical thinking skills to primary and secondary sources, and academic writing: evaluate source credibility; form, identify, and advance academic arguments; gather, analyze, and use evidence to support claims; discuss the significance of a main point or thesis of an argument.

Required Texts: (available in hardcopy and digital form)

1. Erika Lee, *The Making of Asian America*
2. Thi Bui, *The Best We Could Do*

3. Readings posted on Canvas via web or PDF

Course Grading:

All Class General Postings (Week 3, 5 and 10) (15%):

You are all assigned a general question to answer in a formal discussion post during weeks 3, 5, and 10 via our class discussion board.

Discussion Group Post and Peer Response (15%):

You will be assigned to a small group of (8-9 people) at the end of Week 3. Starting in Week 4 you are tasked with responding individually to the posed prompt about the reading assignment/material by 11:59pm PT on Thursday. Your written responses should be fairly brief at 300 words. You are expected to reply to at least one of your small group peers' posts with a thoughtful and formal response of at least 200 words by 11:59pm (Pacific Time) on Saturday. Late posts and responses will not be accepted. Further instruction will be included with each post.

*Each group is assigned to one week during the quarter. This means that you do this entire exercise for a total of ONE time during the quarter.

4 Online Reading Quizzes: 8 questions, multiple choice/TF, timed at 45 minutes (20%):

You will be given 4 online reading quizzes that will be based on readings and course material (during weeks 3, 5, 7, 10). They are designed to test your comprehension of assigned readings and help you review major course concepts as the class progresses. There are no trick questions. All quizzes are timed at 45 minutes and are open book. Make sure to have a secure internet connection when taking the quiz. There are no make-ups or do-overs because I drop your lowest quiz grade. I will average your three highest quiz grades for your total in this category.

Annotated Bibliography and Paper Summary (20%):

In preparation for your final research paper, you will submit a short summary (2 paragraphs) of your potential research topic and locate and summarize at least three peer-reviewed sources via the UCSD library. This is due Week 6. *Turnitin.com will be used for all written assignments.* More information to follow.

Research Paper (30%): Due Tuesday of Finals Week, by 5pm PT

For this 1750 word (7 page) paper, you are tasked with choosing one of the themes/issues that we cover in class, investigate it thoroughly, and explain how it continues to impact Asian America. A minimum of 3 academic, peer-reviewed sources outside of class material are required for this paper. You should also incorporate all relevant class material. *Turnitin.com will be used for all written assignments.* Detailed information will be provided in a separate instruction guide.

*Your final draft is due Tuesday of Finals Week by 5pm PT.

Policy on late final papers: Late papers will be docked 1/3 of the final grade for every day late, up to three days past due. After three days, I will not accept late papers.

Course Workload Summary:

1. Watch your weekly lecture videos
2. Read your assigned course content
3. Participate in all class discussions when assigned.
4. Participate in your assigned small group discussion by responding to the prompt, due on Thursday at 11:59pm Pacific Time
5. Respond to at least one peer's post in your small group, due on Saturday at 11:59pm Pacific Time
6. For weeks 3, 5, and 10 complete the all class discussion post.
7. For Weeks 3, 5, 7, 10: Complete the summative quiz by Friday at 11:59pm Pacific Time
8. Complete your annotated bibliography and paper summary (due Week 6)
9. Complete your final paper, due Tuesday of Finals Week, by 5pm PT
10. Utilize faculty contact in office hours as needed

Class Grading Scale			
97-100	A+	74-76	C
94-96	A	70-73	C-
90-93	A-	67-69	D+
87-89	B+	64-66	D
84-86	B	60-63	D-
80-83	B-	0-60	F
77-79	C+		

I understand that these are difficult times for all. If you have a personal issue that you need to discuss that impacts your ability to succeed in this class, you are welcome and encouraged to visit my scheduled office hours so that we can find a workable solution. If you have a scheduling conflict, I will work with you to arrange a time to meet. Please do not wait until the end of the course to inform me of a significant problem as this will make it difficult to address.

Office Hours:

Unless otherwise noted, beginning September 29 I will hold online office hours every Thursday from 12:30pm-1:30 (Pacific Time) via Zoom. Please use the calendar function in your calendar side bar to reserve an appointment time with me by the night before office hours (WEDNESDAY) by 8pm PT. Please do not sign up for more than one time slot at a time. I will send you a zoom link and confirm our meeting time. If you can't make office hours email me and I will work with you to find another time to meet.

Online Etiquette

This course is built around a policy of mutual respect. Effective written communication and open academic dialogue are crucial for sustaining a learning community that is respectful, considerate, welcoming, and thought-provoking. In an online medium (including discussions posts),

expressions, meaning, and tone can often be misinterpreted, making it imperative that online learners adhere to the communication guidelines below:

- Treat your classmates with respect at all times, in all forums
- Be thoughtful and open in discussion
- Be aware and sensitive to different perspectives
- If we are in a live synchronous section, please make sure to mute yourself unless you are speaking and use the raise hand function.

The following behavior should be avoided:

- Using insulting, condescending, or abusive words
- Using all capital letters, which comes across as SHOUTING
- Contacting learners about or posting advertisements and solicitations

For more information, refer to: <https://ucsd.edu/about/principles.html>

General Questions:

If you have a general question about the assignments or readings, please post to the Q&A discussion board in the first class module on our Canvas site. Questions will be answered by the class instructor and this information will be made available for the whole class.

Academic Honesty:

Plagiarism and Cheating:

All work submitted in this course must be your own, original work. 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>

You will receive an automatic "F" for this class and be reported to the University should you choose to submit plagiarized work of any kind or cheat. The University's Policy on Integrity of Scholarship states that students are expected to complete the course in compliance with these standards. No student shall engage in any activity that involves attempting to receive a grade by means other than their own work. *If you have any questions, ask your professor.* A student found to have violated the university's academic integrity standards will be subject to academic and other disciplinary sanctions ranging from failing the assignment or course, to suspension or expulsion from the university. Ignorance of these standards will not be accepted as justification for their violation.

Citations:

For your final paper you are required to cite your sources carefully using the Chicago-style of citation for footnotes.

For online threaded discussions, please use the parenthetical author/date method of citation.

The guide is posted on the first module of our Canvas page, but you can find a style quick guide here: https://www.chicagomanualofstyle.org/tools_citationguide.html

Accommodations

If you have a medical condition or different physical or learning need for which you may need accommodation in order to participate fully and successfully, please register with UCSD's Office for Students with Disabilities so that they can provide the appropriate assistance:

<https://disabilities.ucsd.edu/students/registering.html>

If you prefer to be referred to by a different name or a different gender than the one under which you are official enrolled, please inform me so that I can adjust accordingly.

Counseling and Psychological Services

UCSD is committed to enhancing and caring for the psychological well-being of the entire campus community. The UCSD Counseling & Psychological Services Office is here for you. Please refer to this link for more information on services available and how to make an appointment: <https://wellness.ucsd.edu/caps/Pages/default.aspx>

Student disclosures of sexual violence

UCSD fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. *If you disclose a personal experience as an UCSD student, the course instructor is required to notify administrators.*

To disclose any such violence confidentially, contact: **Office for the Prevention of Harassment and Discrimination (OPHD)** – (858) 534-8298 or ophd.ucsd.edu

Other Campus Resources

- Basic Needs: [The Hub](#)
- Technical Support: [IT Service Desk](#)
- Vice-Chancellor of Student Affairs: [student success resources](#)
- Teaching + Learning Commons: [services for students](#)
- UC San Diego Libraries: [services and resources](#)
- [TritonLink](#): find student services and support

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 college general education requirement. Often students have taken many ETHN courses 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, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact the undergraduate coordinator, Mónica Rodríguez de Cabaza at ethnicstudies@ucsd.edu.

Class Schedule (Tentative):

Instructor reserves the right to alter/change. All changes will be made in a timely manner. Please check our Canvas site regularly for updates.

Unit One: Genealogies and the Continued Relevance of Asian American Studies

Week 0: Welcome/Course Introductions

Watch Intro Lecture: Welcome to ETHN: Course & Instructor Intro, How to Navigate our Course

Week 1: Who/What/Where is Asian America?

Watch Lecture Video 1A: Who/What/Where is Asian America?

Read:

- Daryl Maeda, Ch. 1, “Before Asian America,” from *Chains of Babylon*

Listen:

- “If We Called Ourselves Yellow”: Kat Chow for *Code Switch*, NPR
<https://www.npr.org/sections/codeswitch/2018/09/27/647989652/if-we-called-ourselves-yellow>

Complete by Thursday, 9/29/2022 at 11:59pm Pacific Time: All Class Discussion Post (250-300 words)

Introduce yourself to the class with information you feel comfortable sharing. Then answer these two questions: 1) What are you interested in learning about in this class? 2) Why do you think Asian American history matters today? *Include your word count at the end of the post

Complete by Friday, 9/30/2022 at 11:59pm Pacific Time: Take your practice syllabus quiz (optional)

Week 2: Third World Liberation: The Genealogies of Asian American

Watch Lecture Video 2A

Listen:

- “On Strike! Blow it up!” *Code Switch*, NPR
<https://www.npr.org/templates/transcript/transcript.php?storyId=704988020>

Read:

- Cathy Schlund-Vials, ed., *Asian America: A Primary Source Reader*, pp. 256-274

Watch Lecture Video 2B

Read/Watch/Listen:

- Read and Explore this page: Sojin Kim, “A Grain of Sand: Music for the Struggle by Asians in America,” *Smithsonian Folkways Magazine*.
<https://folkways.si.edu/magazine-spring-2011-grain-sand-struggle-asians-america/protest-folk/music/article/smithsonian>

Online Film:

- “A Song for Ourselves” (35 min) dir. Tadashi Nakamura:
<https://tadashinakamura.com/beta/a-song-for-ourselves>

Week 3: The Continued Relevance of Asian American Studies: To Be Asian in the Time of Covid-10

Watch Lecture 3A

Read:

- Cathy Park Hong, “The Slur I Never Expected To Hear in 2020,” *The New York Times*, April 12, 2020.
- Read: Kimmy Yam, "Viral Images Show People of Color as Anti Asian Perpetrators. That Misses the Big Picture" NBC Asian America <https://www.nbcnews.com/news/asian-america/viral-images-show-people-color-anti-asian-perpetrators-misses-big-n1270821>
- Esther Wang, “How to Hit Back: The Desperate, Confused, Righteous Campaign to Stop Asian Hate” *New York Magazine* [pdf]
- Nayan Shah, “Public Health and the Mapping of Chinatown,” in *Asian American Studies Now*, pp. 168-192.

Optional: Explore StopAAPIHate.org: <https://stopaapihate.org/>

Complete by Thursday, 10/13/2022 at 11:59pm Pacific Time: All Class Discussion Post (250-300 words)

One of the themes we’ve discussed in this class is the power of art and music in relation to social movements - like the Third World Strikes. For this post, please share the artist and title of a song that you feel either: 1) represents you/represents something important to you or 2) represents a social movement/cause that you are involved in/support. You do not have to share a link or lyrics, but you are welcome to. Next, in 250-300 words, explain why you chose this song and what it represents to you. You are welcome and encouraged to respond to other posts, but this is not required.

Complete by Friday, 10/14/2022 at 11:59pm Pacific Time: Online Canvas Quiz #1

Unit 2: More than Refugees

Week 4: More than Refugees: The Southeast Asian American Community (Part I)

Watch Lecture 4A

Read:

- Erika Lee, *The Making of Asian America: A History*, Ch. 13 and 14

Watch Lecture 4B

Watch Lecture 4C

Read:

- Erika Lee, *The Making of Asian America*, Ch. 15
- Yen Le Espiritu, "Militarized Refuge: A Critical Rereading of Vietnamese Flight to the United States," (Link to ebook on Canvas)

Complete by Thursday, 10/20/2022 at 11:59pm Pacific Time: Group Discussion Post #1

***Peer response due Saturday, 10/22/2022 at 11:59pm Pacific time**

Week 5: The Best We Could Do

Watch Lecture 5A

Read:

- Scott McCloud, *Understanding Comics* reading (Canvas)
- Thi Bui, *The Best We Could Do*, ALL

Complete by Thursday, 10/27/2022 at 11:59pm Pacific Time: All Class Discussion Post. Pick one out of the 2 questions – 500 words, include word count at the end of the post.

Complete by Friday, 10/28/2022 at 11:59pm Pacific Time: Online Canvas Quiz #2

Unit 3: The Myths and Realities of Asian America

Week 6: The Model Minority Myth

Watch Lecture 6A

Read:

- Erika Lee, Ch. 16 and Ch. 17

Watch Lecture 6B

Read/Watch/Listen:

- Model Minority Myth Again Used as a Racial Wedge Between Asians and Blacks, *Code Switch*, NPR: <https://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks>
- Ditching the Model Minority Myth, Berkeley Political Review: <https://bpr.berkeley.edu/2021/04/19/ditching-the-model-minority-myth/>

Complete by Thursday, 11/3/2022 at 11:59pm Pacific Time: Group Discussion Post #2

***Peer response due Saturday, 11/5/2022 at 11:59pm Pacific Time**

Complete by Friday, 11/4/2022 at 11:59pm Pacific Time: Annotated Bibliography and Paper Summary (submit via Canvas)

Week 7: The “Undocumented” and the Migration to School to Prison to Deportation Pipeline

Watch Lecture 7A

Online Film: “Documented” (90 min) dir. Jose Antonio Vargas (Access via Canvas)

Read:

- <https://hyphenmagazine.com/magazine/issue-25-generation-spring-2012/dreams-deferred>

Watch Lecture 7B

Read/Watch/Listen:

- Kimberly Yam, “The Forgotten Asian Refugees Fed into the U.S. Prison System,” https://www.huffpost.com/entry/southeast-asian-prison-deportation-pipeline_n_5a1dd48ee4b0569950233065
- Kimberly Yam, “Asian American Prison Program Teaches About, Honors Inmates’ Cultural Struggles,” https://www.huffpost.com/entry/asian-american-studies-program-california-prison_n_5ade42e8e4b0b2e81132737b

Complete by Thursday, 11/10/2022 at 11:59pm Pacific Time: Group Discussion Post #3

***Peer response due Saturday, 11/12/2022 at 11:59pm Pacific Time**

Complete by Friday, 11/11/2022 at 11:59pm Pacific Time: Online Canvas Quiz #3

Unit 4: The Rise of an Asian American Consciousness

Week 8: The Long History of Anti-Asian Violence & to be Muslim in Post 9-11 America

Watch Lecture 8A

Read/Watch/Listen:

- <https://www.pbs.org/newshour/nation/author-viet-thanh-nguyen-on-the-deep-well-of-anti-asian-racism-in-the-u-s>
- NBC Voices: Who Is Vincent Chin: <https://www.youtube.com/watch?v=MWVvInj88Jo>
- Beenish Ahmed, “Atlanta Killings Revive Memory of Vincent Chin and Another Time of Anti-Asian Sentiment” <https://www.michiganradio.org/news/2021-06-23/atlanta-killings-revive-memory-of-vincent-chin-and-another-time-of-anti-asian-sentiment>

Watch Lecture 8B

Read/Watch/Listen:

- Melissa Harris-Perry, “How Islamophobia has Impacted Sikh Communities,” <https://www.wnycstudios.org/podcasts/takeaway/segments/how-islamophobia-impacted-sikh-communities>
- Sunaina Maira, “Racial Profiling” in the War on Terror: Cultural Citizenship and South Asian Muslim Youth in the United States” (PDF on Canvas)

Complete by Thursday, 11/17/2022 at 11:59pm Pacific Time: Group Discussion Post #4

***Peer response due Saturday, 11/19/2022 at 11:59pm Pacific Time**

Week 9: Fall Break!!

Take this time to work on your final research paper and engage in self-care!

Week 10: The Rise of an Asian American Consciousness and Cross Racial Solidarities

Watch Lecture 10A

Read/Listen:

- Viet Thanh Nguyen, “Asian Americans Are Still Caught in the Trap of the Model Minority Stereotype. And it Creates Inequity for All.” <https://time.com/5859206/anti-asian-racism-america/>
- Shereen Marisol Meraji, “One Korean American’s Reckoning,” NPR Code Switch <https://www.npr.org/transcripts/892974604>
- Sara Li, “Who Was Grace Lee Boggs, the Asian American Labor Organizer and Writer?” <https://www.teenvogue.com/story/grace-lee-boggs-asian-american-labor-organizer-writer-og-history>

Watch:

- *We Are The Leaders We’ve Been Waiting For*, Interview with Grace Lee Boggs (Clip): https://www.youtube.com/watch?v=DzeezIsTZ_o

Complete by Thursday, 12/1/2022 at 11:59pm Pacific Time: All Class Discussion Post
(300 words min – include word count at the end of your post)

Complete by Friday, 12/2/2022 at 11:59pm Pacific Time: Online Canvas Quiz #4

Final Research Paper:
Upload to Canvas by Tuesday, 12/6/2022 at 5pm Pacific Time in .doc form

Have a great Winter Break!