

## ETHN 125R: Asian American History

**Instructor:** Dr. Christen T. Sasaki

**Zoom Office Hours** (via Canvas calendar app): Thursdays 1:30-2:30pm (Pacific Time) and by appointment

**Email:** [csasaki@ucsd.edu](mailto:csasaki@ucsd.edu) (allow 24 hours for a response)

### Course Description

This course explores a series of historical issues in Asian American Studies, focusing specifically on power and inequality as it relates to major issues such as immigration, colonization, citizenship, war, community, social movements, and politics. Throughout the course we will examine a variety of materials including scholarly writing, primary documents, cultural productions, and creative work to address issues such as the formation of ethnic communities, labor, role of the state, and race relations. Weekly lectures, films, activities, and readings are designed to provoke active discussion and lead to a critical understanding of the links between history and our present day political and socio-economic context.

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

### Course Format:

This is a reading intensive, quarter-long fully remote 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
- 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 are also required to take 4 online quizzes via Canvas 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](mailto:servicedesk@ucsd.edu).

### Course Learning Objectives

CLO #1: Students engage in critical dialogue on the relevance of Asian American history and experience.

CLO #2: Students identify connections between historical processes and contemporary phenomenon impacting Asian American communities.

CLO #3: Students apply critical thinking and analytical skills to primary and secondary sources.

CLO #4: Students demonstrate their skills as academic writers.

**Required Texts: (available in hardcopy (on reserve) and digital format via UCSD Library)**

1. Erika Lee, *The Making of Asian America*
2. Readings posted on Canvas via web or PDF

**Course Grading:**

*\*Turnitin.com will be used for all assignments\**

**All Class General Postings (Week 1, 2, and 10) (10%):**

You are all assigned a general question to answer in a formal discussion post during Weeks 1, 2 and 10 via our class discussion board. Specific instructions will be posted with your prompt. You do not need to respond to each other for this assignment.

**Discussion Group Post and Peer Response (Weeks 3-9) (20%):**

You will be assigned to a small group of 8-9 people at the end of Week 2. Starting in Week 3 you are tasked with responding individually to the posed prompt about the reading assignment/material by 11:59pm Pacific Time (PST) on Thursday. Your formal written responses should be fairly brief at 350 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 250 words by 11:59pm PST on Saturday. You will do this TWICE per quarter on the week that is assigned to your small group.

*Late posts and responses will not be accepted.* Further instruction will be included with each post.

**4 Online Reading Quizzes: 5 questions, multiple choice/TF, timed at 60 minutes (20%):**

You will be given 4 online reading quizzes that will be based on readings and course material (during weeks 3, 5, 7, 9). 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 60 minutes and are open book. Make sure to have a secure internet connection when taking the quiz. There are no make-ups for do-overs because I drop your lowest quiz grade. I will average your three highest quiz grades for your total in this category. Quizzes will open on the Sunday of the assigned week and close that week Saturday at 11:59pm PST.

**Annotated Bibliography & Project Proposal (10%): Due Saturday, November 11 by 11:59pm PT**

In preparation for your final project, you will submit a formal proposal of your potential topic (at least 250 words) and locate and summarize at least three peer-reviewed academic sources (outside of class material) via the UCSD library. This is due Week 6. More information to follow.

**Final Project (40%): Due Saturday, December 9 by 11:59pm PT**

For your final project you are tasked with choosing one of the themes/issues that we cover in class (besides Covid) and explain how it continues to impact Asian America in the present. For this project, you must decide the best form – formal essay, multimedia presentation, photo project, graphic novel, etc. in which to convey this analysis. You will clear your topic and format with me when you turn in your project proposal. \*\*If you are taking this course to fulfill a writing requirement, you must choose the formal essay option.

You will need to place this theme/issue in historical context. In order to do this you will need at least three peer-reviewed academic sources. Our UCSD librarians and I will be happy to

recommend and help you find books and articles for your research on historical context. These sources can be in addition to or the same as the material you used in your annotated bibliography. You should also incorporate all relevant class material. *Turnitin.com will be used for all written assignments.*

If you choose to create a formal essay: 1,250-1,500 words (Times New Roman, 12 pt font, 1 inch margins, double spaced). Formal essays must be submitted with a Works Cited page.

If you are not writing a formal essay as your primary project, you will need to submit a 500 word formal reflection essay to accompany your project (Times New Roman, 12 pt font, 1 inch margins, double spaced). This reflection essay should address 1) what you hope to show through your project –what is the issue that you are depicting and 2) how does this project articulate the connections between a historical issue and the present Asian American community? The reflection allows me to grade you on your intent rather than your artistic skill.

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

#### Summary of Course Workload and Weekly Due Dates

Assignment	Due Date
Small Group Threaded Discussion Post	Initial Response: Thurs. by 11:59pm PT Peer Response: Sat. by 11:59pm PT
All Class Discussion Post (Week 1, 2 & 10)	Thursday by 11:59pm PT
Annotated Bibliography + Project Proposal	Week 6: Saturday by 11:59pm PT
Timed Quizzes x 4	Saturday by 11:59pm PT
Final Project	Week 10: Saturday by 11:59pm PT

#### 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 small group discussion by responding to the prompt, with initial post due every Thursday 11:59pm Pacific Time
5. Respond to at least one peer's post in your small group, due Saturday at 11:59pm Pacific Standard Time
6. For Weeks 3, 5, 7, 9: Complete the summative quiz by Friday at 11:59pm Pacific Time
7. Complete your annotated bibliography and paper summary (Week 6)
8. Complete your final paper
9. 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 much more difficult to address.**

#### Office Hours:

Unless otherwise noted, I will hold online office hours every Thursday from 1:30-2:30pm (Pacific Time) via Zoom. Use the calendar function in your calendar side bar to reserve an appointment time with me by **8pm the night before my office hours**. 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 my office hours 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, 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 the UCSD principles of community statement:  
<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 “General Information” 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 and Honor Code

None of us want to spend our time navigating the university’s academic misconduct processes, and you should not want to deal with the consequences of academic misconduct hearings and penalties. More importantly, you have to invest the intellectual energy in the coursework to benefit from it and be a contributing member of the learning community. Our experiences as a learning community are enhanced if all of us can cultivate authentic relationships built on trust. For these reasons, please follow the university honor code.

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters. For the university academic integrity policy, please see the following: <https://academicintegrity.ucsd.edu/excel-integrity/index.html> and <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

Academic misconduct is forbidden and can result in serious negative consequences. Academic misconduct includes, but is not necessarily limited to the following:

- **Plagiarism**, including any representation of another's work or ideas as one's own in academic and educational submissions.
- **Cheating**, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- **Double submission**, including any submission of an academic work for more than one course without expressed permission.
- **Fabrication**, including any falsification or creation of data, research, or resources to support academic submissions.
- **Use of AI software such as Chat GPT**, including using AI software to write your paper/discussion posts and/or edit it.

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.

The Associated Students Office of Student Advocacy is a free and private resource that works with students who have been accused of violating Academic Integrity or Student Conduct. Via one-on-one zoom sessions, their Student Advocates provide support and guide students through this complicated process to make sure they understand their options and ultimately receive due process. You may contact them at [asadvocacy@ucsd.edu](mailto:asadvocacy@ucsd.edu).

For specific policies regarding academic misconduct at the university, please refer to <https://academicintegrity.ucsd.edu/process/consequences/index.html>. Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

Please note that I will not accept duplicate assignments. In other words, I will not accept an assignment turned in for another course, unless you receive prior permission in writing from the previous instructor and we agree on the necessary conditions for the submission.

### **Citations:**

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

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

The CMS 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](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](mailto: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](mailto: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

### Week 1: Welcome/Course Introductions + Who/What/Where is Asian America/n?

Watch Lecture 1A: Welcome to ETHN 125R: Course and Instructor Intro

Watch Lecture 1B: Who/What/Where is Asian America/n?

Read:

- Daryl Maeda, Ch. 1, "Before Asian America," from *Chains of Babylon*
- ["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 at 11:59pm PT: All Class Discussion Post #1 (Introductions):**

Introduce yourself to the class with information you feel comfortable sharing. Then answer these two questions: What topics are you interested in learning about in this class? Why do you think Asian American history matters today?

**Week 2: Third World Liberation: Genealogies of Asian American and Ethnic Studies****Watch: Lecture 2A: Third World Liberation & the Birth of Asian America****Watch:**

- "Education is Solidarity: The Third World Liberation Front"  
[https://www.youtube.com/watch?v=O9m9dP\\_eU\\_Q](https://www.youtube.com/watch?v=O9m9dP_eU_Q)

**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 2B: Chris Iijima and A Song For Ourselves****Read:**

- 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>

**Watch:**

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

**Complete by Friday at 11:59pm Pacific Time:** Take your practice syllabus quiz (optional/ungraded)

**Complete by Thursday at 11:59pm PT: All Class Discussion Post #2: (350 words)**

One of the themes we've discussed this week is the power of art, and especially music, in relation to social movements like the Third World Strikes. For this post, share the artist and title of a song that you feel either: 1) represents you/represents something important to you and/or 2) represents a social movement/cause that you are involved in/support. 3) Explain why you chose this song, what it means to you, and what you hope we learn from listening to it. You do not have to share a link or lyrics, but you are welcome to. Make sure to include your word count at the end of your post.



**Week 3: Orientalism Before Asian America****Watch Lecture 3: Orientalism Before Asian America****Read:**

- Shelley Sang-Hee Lee, "Orientalism Before Asian America," in *A New History of Asian America* pgs. 5-26 (Canvas)
- Erika Lee, *The Making of Asian America (TMOAA)* Ch. 1
- Viet Thanh Nguyen, "Minari Is About Immigrants Who Speak Korean. That Doesn't Make it Foreign," *The Washington Post*, December 24, 2020.

**Groups 1 & 2 Discussion Post and Response:** Initial post due Thursday by 11:59pm PT. Response post due Saturday by 11:59pm PT

**Complete by Saturday at 11:59pm PT: Canvas Quiz #1**

**Week 4: Coolies and Cane: Chinese Labor and the Anti-Chinese Movement****Watch Lecture 4: The Chinese Must Go!****Read:**

- Erika Lee, *The Making of Asian America (TMOAA)* Ch. 2-4

**Listen:**

- ["Finding Generations of Family – and history – on Chinatown's Mott Street"](https://www.npr.org/2023/05/29/1178765635/finding-generations-of-family-and-history-on-chinatowns-mott-street) *Code Switch*, NPR: (<https://www.npr.org/2023/05/29/1178765635/finding-generations-of-family-and-history-on-chinatowns-mott-street>) / Transcript can be found [here](https://www.npr.org/transcripts/1178765635): (<https://www.npr.org/transcripts/1178765635>)

**Groups 3 & 4 Discussion Post and Response:** Initial post due Thursday by 11:59pm PT. Response post due Saturday by 11:59pm PT

**Week 5: America's Pacific Empire****Watch Lecture 5: Voices from the Canefields****Read:**

- Selections from Franklin Odo, *Voices from the Canefields*,

**Groups 5 & 6 Discussion Post and Response:** Initial post due Thursday by 11:59pm PT. Response post due Saturday by 11:59pm PT

**Complete by Saturday at 11:59pm PT: Canvas Quiz #2**

**Week 6: Mass Migration and Asian Exclusion****Watch Lecture 6: Mass Migration and Asian Exclusion****Read:**

- TMOAA Chapters 5-6

**Complete by Saturday at 11:59pm PT:** Turn in your annotated bibliography and project proposal. Upload to link on Canvas site.

**Week 7: The “Hindu Invasion” and Bengali Harlem****Watch Lecture 7: The “Hindu Invasion”****Read:**

- TMOAA Chapter 7
- Vivek Bald, “Bengali Harlem” (2013)

**Groups 1 & 2 Discussion Post and Response:** Initial post due Thursday by 11:59pm PT. Response post due Saturday by 11:59pm PT

**Complete by Saturday at 11:59pm PT: Canvas Quiz #3**

**Week 8: Racialized Spatial Boundaries and Community Formations****Watch Lecture 8: Little Manila Is in the Heart****Read:**

- TMOAA Ch. 8

**Watch:**

- *Little Manila: Filipinos in California’s Heartland:*  
<https://www.youtube.com/watch?v=FNCZ8sGJs8I>

**Groups 3 & 4 Discussion Post and Response:** Initial post due Thursday by 11:59pm PT. Response post due Saturday by 11:59pm PT

**Week 9: WWII and the Incarceration of Japanese Americans****Watch Lecture 9A and 9B: The Mass Incarceration of Japanese America****Read:**

- TMOAA Ch. 10 & 11
- Valerie Matsumoto, “Japanese Women During World War II,” in *Frontiers: A Journal of Women’s Studies*

- Caitlin Yoshiko Kandil, [“Think Reparations are Impossible? The Story of Japanese Americans Proves Otherwise.”](#) *The Guardian*, September 4, 2023

**Listen:**

- [Campu Podcast](#): Listen to the episode “Food”

**Groups 5 & 6 Discussion Post and Response:** Initial post due Thursday by 11:59pm PT. Response post due Saturday by 11:59pm PT.

**Complete by Saturday at 11:59pm PT: Canvas Quiz #4**

**Week 10: Asian Racializations: To Be Asian in the Time of Covid-19**

**Watch Lecture 10A&B: To be Asian in the Time of Covid-19**

**Watch Lecture 10C : Class Wrap Up**

**Read:**

- Cathy Park Hong, “The Slur I Never Expected To Hear in 2020,” *The New York Times*, April 12, 2020.
- Nayan Shah, “Public Health and the Mapping of Chinatown,” in *Asian American Studies Now*, pp. 168-192.
- Esther Wang, “How to Hit Back: The Desperate, Confused, Righteous Campaign to Stop Asian Hate” *New York Magazine* [pdf]

**Complete by Thursday at 11:59pm PT: All Class Discussion Post #3 (350 words)**

**\*\*FINAL PROJECTS DUE SATURDAY DECEMBER 9 by 11:59pm PT\*\***

**Have a great winter break!!**