

HILD 7B: Race and Ethnicity in the United States

UCSD Summer Session I

M/W/F 10-11:50

001 CSB (Cognitive Science Building)

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Course Description

History 7B, part of a three-quarter sequence on race and ethnicity in American history, focuses on the experiences of people of Chinese, Japanese, Korean, Filipino, South Asian, and Southeast Asian descent. in the context of U.S. history from the 18th century to the present. We will examine the local, national, and global contexts that shaped Asian Americans' lives, paying particular attention to themes such as migration, gender, race, citizenship, nationalism, and community and family formation. Violence, coalitional and transnational politics, and the politics of representation will also be considered. Although this is a lecture-based course, we will watch films and have class discussions on a regular basis.

Course Objectives

1. Become skilled at analyzing and contextualizing historical documents. Apply these skills to course assignments by using evidence from primary and secondary sources.
2. Become proficient in the basics of essay writing and apply these skills to course assignments.
3. Explore how race, class, gender, sexuality, migration, and nationality framed the historical experiences of Asian immigrants and their descendants.
4. Focus on citizenship, family formation, social networks, and labor relations to analyze how conflict and strategies of resistance functioned in these histories.

Required Reading

reading material is available at Groundworks Bookstore and on reserve at Geisel library

-- see attached list for reading assignments --

Lon Kurashige and Alice Yang Murray, *Major Problems in Asian American History* (2003)

Mary Paik Lee, *Quiet Odyssey: A Pioneer Korean Woman in America* (1990)

Ben Fong-Torres, *The Rice Room: Growing up Chinese American, From Number Two Son to Rock 'n' Roll* (1995)

Course Requirements

1. Attend all lectures and participate in class discussions.
2. Complete reading assignments before lecture.
3. **Bring Major Problems and course syllabus to every lecture.**
4. Complete midterm and final exam on time.

Classroom Conduct

Critical to the success of this class is that we respect and treat one another courteously and in a manner consistent with UCSD's Principles of Community (www.ucsd.edu/principles/).

Please conduct discussions in a patient, civil, and thoughtful way, and give colleagues and the material your full attention. Discussions and reading material not relevant to the course should be pursued outside of class. Cell phones should be off or in silent mode.

Course Assignments and Grading

There will be two major assignments in this course: one midterm and one final exam. These assignments will be based on lecture, films, discussions, and reading material. The **midterm** (worth 40% of your grade) will have a take-home essay component (due in class July 11th) and an in-class bluebook component (July 13th). The **final exam** (worth 60% of your grade) will also have a take-home essay component (due in class July 27th) and an in-class bluebook component (July 29th). Only hard (paper) copies of essay components will be accepted. Consistent **class participation** may be considered in the final course grade. You must complete all assignments in order to pass this course, and must earn at least a “C-” to pass the course on a P/NP basis.

Late Policy

Incompletes and extensions will not be given, nor will late work be accepted, except in documented cases of serious illness or acute personal crisis (upon immediate notification of the instructor). This 5-week class progresses rapidly so please drop the course if you cannot attend lecture or cannot keep up with the pace of reading and written assignments.

Academic Dishonesty

Plagiarism and cheating are not tolerated by the UCSD Policy on Integrity of Scholarship. Please become familiar with this policy and its definition of academic dishonesty, which are available in the UCSD General Catalog and online at www.ucsd.edu/catalog/0506/front/AcadRegu.html.

Week 1

- June 27 Course introduction - What is “Asian America/n”? (part I)
International context of migration
- June 29 Frontiers of empire, democracy, and citizenship in the U.S.
Migration I: Chinese sailors, merchants, and laborers
- July 1 Migration II: Plantation & farm laborers from Japan and Korea
Filipino and Asian Indian migration in the context of empire

Week 2

- July 4 **Holiday- NO LECTURE TODAY**
- July 6 Immigration restriction, exclusion, and racialized citizenship
- July 8 Family formation, social networks, and the politics of representation (part I)
Hard work: unions and interethnic coalition building

Week 3

- July 11 ****midterm essay due**** Nationalism and anticolonial movements
U.S.-born generations and the Great Depression
- July 13 ****midterm**** World War II: opportunity and restriction
- July 15 Japanese/American internment and citizenship; Camp life: Manzanar

Week 4

- July 18 Family formation, social networks, and the politics of representation (part II)
Cold war civil rights
- July 20 Immigration and naturalization reform I: 1944-1965
Race, gender, & sexual politics: 1960s social movements & the Vietnam War
- July 22 Immigration and naturalization reform II: refugee policy and experiences

Week 5

- July 25 What is “Asian America/n”? (part II): Post-1965 culture & politics
- July 27 **** final essay due**** Globalization and social justice
Race, citizenship, and civil rights: 2001-2005
- July 29 ***Final Exam***

Reading Assignments

Below is a list of documents from *Major Problems in Asian American History* that you should complete every week, as well as assignments from the two autobiographies assigned for this course. *Major Problems* is a collection of historical documents (primary sources) and essays written by historians (secondary sources). Each chapter begins with an introduction that provides context for the chapter's documents and essays, and each document is preceded by its own brief introduction. **These introductions are useful for considering the historical context, themes, and analytical questions we will consider in this class!** Please read them.

Week 1

- June 27 Hing, "What Does It Mean to Be Asian American?" p. 29
"An American Trader Recommends a Route from California to China, 1850," p. 37
"Hawaiians Petition the Privy Council to Halt Foreign Influence in the Islands, 1845," p. 39
"American Commodore M.C. Perry Opens Up the Japanese Market, 1856," p. 43
"New York Times Heralds New Trade with China and Japan, 1858," p. 45
- June 29 Chen, "Origins of Chinese Emigration to California," p. 47
Chan, "Shifting Chinese Immigrant Employment," p. 80.
"Writer J.D. Borthwick Observes Chinese Miners in California, 1857," p. 63
"Chinese Laborers Report on a Race Riot at Rock Springs, Wyoming Territory, 1885," p. 66
"Chinese Merchant Lee Wong Hing's Store in Holyoke, Massachusetts, 1904," p. 75.
Quiet Odyssey, Preface, Introduction
- July 1 Iriye, "Japanese Expansionism in California," **only read** p. 91(middle of page) –p.95
"Japanese Newspaper *Jiji Shimpo* Views Emigration as Sign of Japan's Military Power," p. 78
"Japanese Government Criteria for Emigrants to Hawai'i, 1885," p. 79
"Japanese Official Condemns Brutal Working Conditions on Hawaiian Plantations, 1885," p. 79
San Buenaventura, "The Colors of Manifest Destiny in the Philippines," p. 163
"Senator Albert Beveridge Champions Philippine Colonization, 1900," p. 139
"Theodore Roosevelt Justifies Philippine Colonization, 1900," p. 142
"Indian Immigrant Mohan Singh Recounts His Education in the United States, circa 1924," p. 151
Quiet Odyssey, Ch. 1-Ch. 3

Week 2

- July 4 *Quiet Odyssey*, Ch. 4-Ch 7
- July 6 Gyory, "The Significance of Chinese Exclusion," p. 123
Wong, "Chinese Responses to Exclusion," p. 127
"Editor Henry George Supports Chinese Exclusion, 1869," p. 97
"Senator George Hoar Declares Chinese Exclusion Un-American, 1882," p. 101
"New York Chinese Merchants Oppose Renewal of Chinese Exclusion Act, 1892," p. 106
"Asiatic Exclusion League Argues for Excluding Japanese and Korean Immigration, 1908," p. 109
"Tokyo Government Protests Exclusion of Japanese Immigrants, 1924," p. 116
"Chinese Exclusion Act..., 1882," **only read** preamble (pp. 102-103) and Sec. 14 (p. 106)
"Wong Kim Ark, 1904," p. 108
Ngai, "The Immigration Act of 1924," p. 132
"Ray E. Chase and S.G. Pandit Critique Supreme Court Ruling, 1926," p. 118
Quiet Odyssey, Ch. 8-Ch. 9
- July 8 Parrenas, "Alliances Between White Working-Class Women and Filipino Immigrant Men," p. 241
"A Chinese American Woman Identifies with Japanese American Marriage Practices," p. 216
"Indian Immigrant Inder Singh Discusses His Marriage with a Mexican Woman, 1924," p. 223
"A Filipino Immigrant is Shocked by Sexual Freedom in the United States, circa 1923," p. 224
"Sociologist Emory Bogardus Analyzes an Anti-Filipino Riot, 1930," p. 225

Leong, "The Racialized Image of Anna May Wong," p. 206
 "Dance of the Igorrotes, Louisiana Purchase Exposition, St. Louis, 1904," p. 185
 "Filipino Immigrant Condemns Representation of Group, 1924," p. 185
 "Sociology Graduate Student Rose Hum Lee Lists American Beliefs About Chinese," p. 192
 Azuma, "Labor Conflict Between Japanese and Filipinos in the California Delta," p. 236
 "Spokane Labor Union Derides Anti-Japanese Prejudice, 1909," p. 115
 "Time Magazine Reveals Sexual Basis for Filipino Repatriation, 1936," p. 228
 "White Landowner Dr. E.E. Chandler Describes an East Indian Agricultural Community," p. 230
 "Writer Carlos Bulosan Conveys the Dangers of Filipino Labor Organizing (1930s), 1943" p. 232
 "Labor Leader Karl Yoneda Recalls Japanese Interethnic Organizing (1930s), 1978" p. 234
Quiet Odyssey, Ch. 10-Ch. 11; Appendix B, Appendix C

Week 3

- July 11 "Filipinos Demand Independence, 1908," p. 149
 Jensen, "Exporting Independence to Colonial India," p. 167
 "Indian Nationalists and American Journalist Disagree Over... India's Independence," p. 150
 Kim, "Korean Independence Movement in Hawai'i and the Continental U.S.," p. 172
 "Korean Congress Declares Independence from Japanese Rule, 1919," p. 155"
 "Korean Immigrant Margaret Pai Joins the Korean Independence Movement, 1919," p. 159
 "Tokutaro Slocum Debates Nisei Stand on Sino-Japanese War, 1938," p. 260
 Yung, "Second Generation Chinese American Women," p. 270
 "Flora Belle Jan Longs for Unconventionality and Freedom, 1924," p. 251
 "Connie Tirona Recalls Growing Up Filipino American (1930s and 40s), 1995," p. 252
 Kurashige, "The Problem of Nisei Biculturalism," p. 277
 "Dora Yum Kim Recalls Growing Up Korean American in Chinatown, 1999," p. 255.
 "Japanese American Newspaper *Kashu Mainichi* Heralds Biculturalism of Beauty Queen, p. 261
 "Taishi Matsumoto Bemoans Limited Employment Opportunities for Nisei, 1937" p. 259
Quiet Odyssey, Ch. 12- Ch. 13
- July 13 Gonzalves, "Filipino Veterans of W.W. II on Citizenship and Political Obligation," p. 304
 "Rose Hum Lee Describes how WW II Changed the Lives of Chinese Americans, 1942," p. 287
 "Filipino Regiment Member Manuel Buaken Fights for Freedom, 1943," p. 290
 "Lieut. Genl. John DeWitt Recommends the Removal of Japanese Americans, 1942" p. 293
 "Middle-Class Japanese American Family Before Evacuation, 1942," p. 269
- July 15 Murray, "The Internment of Japanese Americans," p. 310
 "Japanese American Mike Masaoka Vows to Cooperate with Government Removal, 1942" p. 295
 "Journalist James M. Omura Condemns the Mass Exclusion of Japanese Americans, 1942," p. 297
 "The Fair Play Committee Calls on Nisei to Resist the Draft, 1944," p. 298
 "Justice Frank Murphy Criticizes the Supreme Court's 'Legalization of Racism,' 1944," p. 299
Quiet Odyssey, Ch. 14-Ch. 16, Appendix A

Week 4

- July 18 Spickard, "Marriages Between American Men and Japanese Women after World War II," p. 341
 "Michener Portrays Romance Between Japanese Women and White Soldiers in *Sayonara*," p. 321
 "A Hollywood Poster Sells Interracial Love and the Exoticism of Japan in *Sayonara*," p. 325
 "Social Worker B.L. Kim Describes the Social Isolation and Alienation of War Brides," p. 326
 Zhao, "The INS 's Campaign Against Chinese Americans During the Cold War," p. 350
 "Editor and Labor Leader Ariyoshi Describes the Arrest of Suspected Communists, 1951" p. 334
 "F. Woo Remembers Attacks on Chinese Immigrants Who Supported Communist China," p. 336
 "P.C. Liu Recalls Why He Campaigned Against Communism in San Fran Chinatown," p. 339
Rice Room, Prologue, Ch. 1-Ch. 5

July 20 “Congress Expands Immigration and Naturalization Rights for Asian Immigrants, 1952,” p. 330
 “The Immigration and Nationality Act of 1965 Repeals Discriminatory Policies, 1965,” p. 359
 “Perla Rabor Rigor Compares Life as a Nurse in the Philippines and America, 1987,” p. 362
 Espiritu, “Panethnicity and Asian American Activism,” p. 442
 “Activist Amy Uyematsu Proclaims the Emergence of ‘Yellow Power,’ 1969,” p. 421
 “Asian Americans Protest Against the Vietnam War in Los Angeles, late 1960s,” p. 425
 “A Skit on Sexism Within the Asian American Movement, 1971,” p. 425
 “A Song of Struggle and Solidarity by A Grain of Sand, 1973,” p. 426
Rice Room, Ch. 6- Ch. 12

July 22 Kelly, “Education and Sex Role Socialization of Vietnamese Immigrant Women,” p. 407
 Freeman and Welaratna, “Vietnamese and Cambodian Views of ‘Successful’ Adjustment,” p. 412
 “Lang Ngan, a First-Wave Refugee, Compares Life in Vietnam and the U.S. (1975), 1991” p. 390
 “Cambodian Refugee Bun Thab Remembers the Atrocities of the Khmer Rouge, 1993” p. 392
 “Le Tan Si Writes a College Essay About His Terrifying Escape by Boat from Vietnam,” p. 394
 “Xang Mao Xiong Tells His Daughter of the Problems Hmong Parents Face in America,” p. 400
Rice Room, Ch. 13- Ch. 18

Week 5

July 25 **reread (skim)** Espiritu, “Panethnicity and Asian American Activism,” p. 443
 Park, “The Los Angeles Civil Unrest Transforms Korean American Politics,” p. 381
 “A Government Report on the Murders of Vincent Chin and Jim Loo, 1992,” p. 427
 “Prof. Dana Takagi Notes How Sexuality Complicates Definitions of ‘Asian America,’” p. 430
 “Hawaiian Sovereignty Leader Haunani-Kay Trask Criticizes Asian ‘Settler’ Privilege,” p. 434
 “Asian Americans Debate the Pros and Cons of Bilingual Education, 1998,” p. 365
 “Korean American Professor Elaine Kim Discusses Problems in Building Coalitions,” p. 370
 Feng, “Defining Asian American Cinema,” p. 485
 “Vietnamese Americans Condemn Depictions of S. Vietnam by Hayslip & Stone,” p. 463
 “Asian American Hip-Hop and Rap Artists Gain Recognition (1990s), 1998,” p. 467
 “The Media Action Network for Asian Americans Condemns Hollywood Stereotypes,” p. 470
Rice Room, Ch. 19-Ch. 23

July 27 Ong, Bonacich, and Cheng, “Capitalist Restructuring and the New Asian Immigration,” p. 23
 “Lawyer Angela Oh Describes the Significance of the Prosecution of Wen Ho Lee, 2000,” p. 438
 “Indian Immigrant Sarita Sarvate Criticizes the ‘Brain Drain’ from the Third World, 2000” p. 373
 “*Golden Venture* Refugees Wage a Hunger Strike to Protest Their Detention, 1995,” p. 401
 “Refugee and Human Rights Activist H. Wu Criticizes U.S. Trade Policies Toward China,” p. 405
 “Activist Mallika Dutt Organizes Women in Seven Countries (1995), 1997,” p. 495
 “Residents of New Elmhurst, NY, Develop Multiracial and Multiethnic Coalitions (1992),” p. 498
 “South Asians Unite Against Bigotry Following the 9-11 Attack on the World Trade Cntr,” p. 502
 Kang, “At a Crossroads: California’s Diverse and Changing Asian American Population,” p. 504
 revisit (from Week 1): Hing, “What Does It Mean to be Asian American?” p. 29
 “Captain Ted Lieu is Asked if He is in the Chinese Air Force, 1999” p. 437
Rice Room, Ch. 24-25