

Asian American History

Instructor: Long Bui

E-mail: ltbui@ucsd.edu

Office Hours: Women's Center M/W 2 pm.

Meeting Room: Monday and Wednesday W 11:00a - 1:50p PCYNH 122

Office hours: Monday and Wednesday at 2 pm and by appointment

COURSE DESCRIPTION

This course provides a general survey of Asian American historical events and processes to include examinations of Orientalism, Asian colonialism, representation, migration and politics. It attends to the diverse constituencies and movements that not only construct the social category of "Asian American" but also frame what we think of as constituting "Asia" and "America" and everything else in between. Issues explored comprise assimilation, gender, sexuality, nationalism, activism, comparative race relations, war and colonialism. The class will include a practical component that will allow students to see in creative texts or apply/engage what they learn in personal life. Rather than simply document or account for facts in linear progression, the central theme and question of the class is "What makes Asian American history?" It uses the material content and realities that produce and give rise to Asian American history to help us rethink and reformulate this term called Asian American history itself.

Grade Breakdown:

Class Attendance (includes all projects): 25%

Pop Quizzes: 20%

Midterm: 25%

Final: 30%

Attendance: If you miss class, you must have a doctor's note or official memo. Since this summer class is accelerated, missing one day of class is the equivalent of missing one whole week during a regular quarter. If you miss one day of class, you must meet with me for **30 min.** during my office hours so we can go over class materials together.

Week 1

Monday (The Birth of Asian/American History)

Lowe, Lisa. "The Intimacy of Four Continents." *Haunted by Empire: Geographies of Intimacy in North American History*. Ann Laura Stoler, ed. Durham: Duke University Press, 2006: 191-212.

Mae M. Ngai. "Asian American History: Reflections on the De-centering of the Field." *Journal of American Ethnic History* Vol. 25, No. 4, 25th Anniversary Commemorative Issue (Summer, 2006), pp. 97-108

Activity: Personal History Statement

Wednesday (Orientalism and Colonialism)

Shah, Nayan. "Between 'Oriental Depravity' and 'Natural Degenerates': Spatial Borderlands and the Making of Ordinary Americans" in *American Quarterly*, 57, no 3 (2005) pp. 703-725.

Blanco, John. "1896-1996: Patterns of Reform, Repetition, and Return in the First Centennial of the Filipino Revolution" in *Positively No Filipinos Allowed*, eds. Antonio Tiongson, et al. Philadelphia: Temple University Press, 2006: 17-25.

Guest Lecture: Stevie Ruiz

Week 2

Monday (Movements and Migrations)

Molina, Natalia. "Inverting Racial Logic: How Public Health Discourse and Standards Racialized the Meanings of Japanese and Mexican in Los Angeles, 1910-1924," in *Racial (Trans)Formations: Latinas/os and Asians Remaking the United States*, Duke University Press, Spring 2006.

Fujita-Rony, Dorothy. "Water and Land: Asian Americans and the U.S. West." *Pacific Historical Review* Vol. 76, No. 4 (November 2007): pp. 563-574.

*Activity: Panel discussion from fellow students and peers

Wednesday (Space and Place)

Yang, Kou. "The Hmong in America: Twenty-Five Years after the U.S. Secret War in Laos." *Journal of Asian American Studies*, Volume 4, Number 2, June 2001, pp. 165-174.

Haunani-Kay Trask. "Settlers of Color and 'Immigrant' Hegemony: 'Locals' in Hawai'i." *Amerasia Journal* 26:2(2000)1:-24.

Handout: Excerpt from *The Latehomecomer* by Kao Kalia Yang

*Activity: Peer-to-Peer Interview

Week 3

Monday (Representation and Poetics)

Kim, Jodi. "Cold War Logics, Cold War Poetics," *Ends of Empire: Asian American Critique and the Cold War*. Minneapolis: University of Minnesota Press, 2010: 37-62.

Lee, Erika. "Orientalisms in the Americas: A Hemispheric Approach to Asian American History." *Journal of Asian American Studies*, Volume 8, Number 3, October 2005, pp. 235-256.

Film: *Slaying the Dragon* (1998 dir. Deborah Gee)

Wednesday (Cross-Racial Exchange)

Guterl, Matthew Pratt. "After Slavery: Asian Labor, the American South, and the Age of Emancipation." *Journal of World History*, Vol. 14, No. 2 (Jun., 2003), pp. 209-241

Widener, Daniel. "Perhaps the Japanese Are to Be Thanked? Asia, Asian Americans, and the Construction of Black California." *positions: east asia cultures critique* 11.1 (2003) 135-181.

*Activity: Making a Mural to Asian American History

Week 4

Monday (Community and Identity)

Vo, Linda. "Asian Immigrants, Asian Americans, and the Politics of Economic Mobilization in San Diego." *Amerasia Journal* 22: 2 (1996): 89-108.

Diem-My T. Bui. "Six Feet Tall: A One-Person Performance." *Cultural Studies <=> Critical Methodologies* 2001 1: 185.

*Field Trip: Philippine Library and Museum & Chinese Historical Society (midterm papers due)

Wednesday (Panethnicity and Activism)

Espiritu, Yen Le. "Coming Together: The Asian American Movement," *Asian American Panethnicity: Bridging Institutions and Identities*. Philadelphia: Temple University Press, 1992: 19-52.

Kochiyama, Yuri. "The Impact of Malcolm X on Asian-American Politics and Activism." In "Blacks, Latinos, and Asians in Urban Americas: status and Prospects for Politics and Activism, edited by James Jennings. London: Praegen, 1994.

Films: *Who Killed Vincent Chin* (1987) and *Vincent Who?* (2009)

Week 5 (Historiography)

Monday

Ichioaka, Yuji. "A Historian by Happenstance." *Amerasia Journal* 26: 1 (2000): 32-53.

Naber, Nadine C. "So Our History Doesn't Become Your Future: The Local and Global Politics of Coalition Building Post September 11th." *Journal of Asian American Studies*, Volume 5, Number 3, October 2002, pp. 217-242.

Wednesday (Reflections)

Final Exam: Art Projects Due Presentations and Final Lecture

Majoring or Minor in Ethnic Studies at UCSD

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, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.

Optional Readings

Daryl J. Maeda, "Are We Not Also Asians?" Building Solidarity Through Opposition to the Viet Nam War," 97-126.

De Genova, Nicholas. "Introduction: Latino and Asian Racial Formations at the Frontiers of U.S. Nationalism." In Nicholas De Genova (ed.), *Racial Transformations: Latinos and Asians Remaking the United States*. Durham, NC: Duke University Press, 2006: 1-22.

Maira, Sunaina and Magid Shihade. "Meeting Asian/Arab American Studies Thinking Race, Empire, and Zionism in the U.S." *Journal of Asian American Studies*, Volume 9, Number 2, June 2006, pp. 117-140.

Lee, Erika. "The 'Yellow Peril' and Asian Exclusion in the Americas." *Pacific Historical Review* Vol. 76, No. 4 (November 2007) (pp. 537-562).

Tram Nguyen, *We Are All Suspects Now: Untold Stories from Immigrant America After 9/11* (Beacon Press, 2005)

Terms to be covered

Orientalism

Push/pull forces

Model Minority Myth

"forced assimilation"

"differential inclusion"

1952 McCarran-Walter Act

"Confession Program"

War Brides Act

Chinese Exclusion Act of 1882/Page Act

Immigration Act of 1965

Panethnicity

Ethnic Enclave

Sovereignty

Downward/upward mobility

"glass or bamboo ceiling" effect

Historical Amnesia/Cultural Memory

"brain drain"

Neo-colonialism/neo-imperialism

Hegemony
Globalization
Miscegenation

Asian Exclusion Act/Alien Land Laws
The Immigration Act of 1924
Paper Sons

The eminent Asian American historian Ronald Takaki says “the story of Asian Americans is woven into the history of America itself.” Respond to this statement, first explaining how you interpret this statement while making an argument about it. Attendant questions you must address include: What is the story of Asian Americans? What is the history of America? How do they intersect? I want to see how you think about and conceive Asian American history not show memorization skills and write about historical facts. Using the class sources (cite at least 7 authors and/or facts from class as well as lecture materials/films), discuss the people, ideas and events that shape what today is recognized as “Asian American history.” Make sure to include various historical events in your discussion while giving insight into the production of this concept or term. Make sure you provide an argument that adequately frames what you think constitutes Asian American history. You will be graded on 1) clarity 2) organization 3) originality of argument 4) proper and adequate use of references and 5) grammar/spelling Essays must be 4 ½ to 5 pages Double space (or single-space equivalent). **Due Monday Week 4.** Late papers will only be accepted with reductions of a whole grade per day of lateness.

Final Project: **Due Last Day of Class**

Choose one

Theme: We Do Not Know Our Future If We Do not Know Our Past

A) Write a short one-act play (1-2 pages single space) that involves a scene with characters OR 4 poems that address issues pertinent to one of the historical themes covered in this class. Complete a write-up analysis that is 2-3 pages (not simply summary) of your play explaining your methodology and inspiration for the play or poems. The purpose of this assignment is to show that history is narrative, performative, creative, playful and personal. Must cite 4-5 class readings in your analysis.

B) Write a 7-8 page (double space) argumentative essay that analyzes a social or political issue facing Asian Americans in the 2000's or 21st century and deconstructs its historical background. The purpose of this assignment is to show that contemporary events or processes *always* have a historical basis. Make an argument that relates to analytical concepts and moments we have discussed in the class (must cite 10-12 class materials). This assignment will require you to do extra background research (always cite) on your chosen phenomena. Examples include but are not limited to the following: Asian American fashion, beauty standards, academic achievement, popular media representation, women's issues, intergenerational conflict/family, sexuality, religion/spirituality, community formation, disability, hate crimes, military service, food, economics, youth culture, migration, environmental pollution, health, dating, tourism/travel, memory

Your essay should include the following sections: 1) Introduction to Problem or Issue 3) Description of examples 4) Historical Background 5) Significance of History to your issue 6) your personal reflection on/connection to the issue 7) Conclusion that wraps up the essay