



## ETHN125/HIUS124: Asian American History

UCSD | Summer 1 2016

SOLIS 109 | Tuesdays/Thursdays 11:00am-1:50pm

Instructor: Mark Redondo Villegas, Ph.D.

Email: [m6villegas@ucsd.edu](mailto:m6villegas@ucsd.edu)

Office: SSB 243

Office hours: Tuesdays/Thursdays 3:00-4:30 and by appointment

### Course Description

This course will demonstrate how the “past still haunts us.” Utilizing a combination of creative literature and scholarly texts, we will “imagine” pre-1965 Asian American history. The passage of the 1965 Immigrant Act and the arrival of refugees from Southeast Asia marked a turning point in the United States. These events ushered in large-scale, ongoing migrations of Asians, thus shifting the terms of U.S. whiteness and U.S. racial power in general. Prior to 1965, Asians in the United States were structured by violent systems of racial domination, occupying segregated urban districts and/or toiling in hard labor (i.e. plantations, farm work, laundry, and domestic work). In “imagining” these facets of Asian American history, we will seek to envision more nuanced ways to interpret the longer arc of American power and its role in the world.

### Learning Objectives

1. Utilize works of creative literature to develop a vantage of Asian American history.
2. Identify the general timeline of significant migratory events in the Asian diaspora in the United States.
3. Apply general terminology and keywords for significant events in the history of U.S. racial formation.
4. Articulate the importance of whiteness in the creation and maintenance of racial power in the United States.
5. Link U.S. nation-state formation to its project of expansion, conquest, and overseas interventions.
6. Apply creative research methodologies.

### Required Textbooks/Literary books

- Shelley Sang-Hee Lee, *A New History of Asian America* (Routledge, 2013)
- Shawna Yang Ryan, *Water Ghosts: A Novel* (Penguin Books, 2007)
- Jade Snow Wong, *Fifth Chinese Daughter* (University of Washington Press, 1989)
- Milton Murayama, *All I Asking for is My Body* (University of Hawai'i Press, 1975)

### Course Blog

TBA

### Grading Criteria

#### **Weekly Keywords (30%, 4 at 7.5 points each)**

#### **Due Mondays at 5:00pm on TritonEd uploaded in folder under “Content” tab**

- Each week, set groups will submit a list of 10 “keywords” to define/summarize from the assigned “non-literature” readings for that particular week. Keep your explanations between 1-4 sentences long.
- It is the responsibility of your group to decide your “leader” of the group every week. This leader will collect all the keywords from the group and upload the assignment to TritonEd by the due date/time.
- Include your group name (if applicable), group members’ names, and the date at the top of a Microsoft Word doc.
- Citations: After the definition/summary of a keyword, place the author’s name and the page numbers where you find the keyword. If there is no author, write a shortened version of the title. You can omit page numbers if they are not

available or applicable. Example of a keyword:
<b><i>Chinese Exclusion Act of 1882- Preceded by the Anti-Coolie Law of 1862, the Page Act of 1875, and the Fifteen Passenger Act of 1979, this act brought to a halt Chinese immigration due to... (Lee 137-138)</i></b>
<b>Oriental Cookery blog (15%) due Thur. July 14</b>
<ul style="list-style-type: none"> <li>As a group, you will play the role of a white Cold War-era housewife and/or chef who seeks to enlighten their readers.</li> <li>In our class blog, you will post pictures of food and describe them in a manner reflected in mainstream white American fascination with “Oriental” people and culture.</li> <li>Although meant to evoke satire, take this exercise quite seriously. You will be graded based on your critiques of <i>Fifth Chinese Daughter</i> and your knowledge of Cold War-era race relations.</li> <li>A grading rubric for this exercise will be revealed.</li> </ul>
<b>Creative Project (25%--Abstract 5% of this) due Thur. July 28</b>
<ul style="list-style-type: none"> <li>Your group will create a “social media artifact” such as a GIF, a 3-minute podcast, cartoon, or short video inspired by one (or more) of your keywords.</li> <li>You will post this artifact on our course blog, where you will write a narrative justifying its relevance to our course.</li> <li>When your artifact has been perfected, you will circulate it on various social media venues. You will gather evidence of this circulation for your grade.</li> <li>Finally, you will present this artifact to our class and discuss your success in circulating it on the internet.</li> <li>A grading rubric for this exercise will be revealed.</li> </ul>
<b>Final Online Response (20%)</b>
<ul style="list-style-type: none"> <li>Comparative in nature, the final online response will ask you to <b>synthesize</b> the course’s material.</li> <li>The word count is between <b>800-1000</b> words.</li> <li>The final online response prompt will be given Week 5.</li> <li>In addition to assigned readings, you can incorporate discussions from class and online responses, and findings from you or your peers’ presentations/projects.</li> <li>A grading rubric will be revealed.</li> </ul>
<b>Class Participation/Attendance (10%)</b>
<ul style="list-style-type: none"> <li>Students will be graded based on their attendance of class. The missing of more than two meetings justifies the failure of the entire course.</li> <li>You must present proper and legitimate documentation during Week 1 if you plan to miss any meetings.</li> <li>Students must bring assigned books to all meetings.</li> <li>Grading will greatly consider your active participation in contributing to class discussions. With that said, perfect attendance does not guarantee 10 points.</li> <li>I may issue assignments, quizzes, and exercises that are graded towards class participation/attendance.</li> </ul>

### **Electronic Devices Policy**

Unless otherwise authorized, students are prohibited from using any electronic devices during class. If you need to use a device in an emergency, kindly step out of the class to address this.

### **Email Policy**

Students are expected to check their UCSD email account daily. They must respond to instructor or teaching assistants’ electronic requests within 48 hours.

### **Academic Dishonesty**

All work is to be produced by the student. Any assignment, paper, project, presentation, etc. that is produced by anyone else other than the student being graded will result in an automatic F in the class and immediate disciplinary action. For more on academic dishonesty: <https://students.ucsd.edu/academics/academic-integrity/index.html>

### **Special Accommodations and Needs**

Students who require special accommodations and/or needs must notify me in person or via email so that I can best assist you. It is recommended you register with UCSD’s Office for Students with Disabilities so that you can receive the appropriate assistance: <https://disabilities.ucsd.edu/students/registering.html>

### **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: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu).

## Tentative Schedule

Wk 1	Tue, Jun 28: Laying the groundwork	Thur, Jun 30: Ghosts, memory, and early U.S. racial logic					
	<p><b>Readings due (completed by today):</b></p> <ul style="list-style-type: none"><li><i>A New History of Asian America</i> Timeline (weblink)</li><li>"Introduction" (Lee, 1-3)</li><li><i>Water Ghosts</i> (page 1-28)</li></ul> <p>Data on contemporary Asian Americans Excerpt from <i>Race: The Power of an Illusion</i> Assign groups</p>	<p><b>Readings due:</b></p> <table><tr><td><b>Tue (for reading pacing)</b> Lee: Ch. 5-"Racism and the Anti-Asian Movements"</td></tr><tr><td><b>Wed</b> <i>Water Ghosts</i> (page 29-57)</td></tr></table> <p>Locke, CA pictures Creative literature as knowledge</p>	<b>Tue (for reading pacing)</b> Lee: Ch. 5-"Racism and the Anti-Asian Movements"	<b>Wed</b> <i>Water Ghosts</i> (page 29-57)			
<b>Tue (for reading pacing)</b> Lee: Ch. 5-"Racism and the Anti-Asian Movements"							
<b>Wed</b> <i>Water Ghosts</i> (page 29-57)							
Wk 2	Tue, Jul 5: Exclusion, sexuality, and early Chinese American communities	Thur, Jul 7: Exclusion, sexuality, and early Chinese American communities (continued)					
	<p><b>Readings due:</b></p> <table><tr><td><b>Thur</b> Lee: Ch. 4-"Social Intimacy and Asian American Communities before World War II" <i>Water Ghosts</i> (58-81)</td></tr><tr><td><b>Fri</b> <i>Water Ghosts</i> (82-162)</td></tr><tr><td><b>Sat-Mon</b> <i>Water Ghosts</i> (163-256)</td></tr></table> <p><b>Due: Keywords 1</b></p> <p>Angel Island Chinatowns Excerpts from <i>Broken Blossoms</i></p>	<b>Thur</b> Lee: Ch. 4-"Social Intimacy and Asian American Communities before World War II" <i>Water Ghosts</i> (58-81)	<b>Fri</b> <i>Water Ghosts</i> (82-162)	<b>Sat-Mon</b> <i>Water Ghosts</i> (163-256)	<p><b>Readings due:</b></p> <table><tr><td><b>Tue</b> "Revisiting Local History and Ghostly Memory in Shawna Yang Ryan's <i>Locke 1928</i>," Chia-Rong Wu (PDF)</td></tr><tr><td><b>Wed</b> "Jade Snow Wong -- noted author, ceramicist," John Wildermuth (weblink) <i>Fifth Chinese Daughter</i> (Author's Note, Chs. 1-5)</td></tr></table> <p>Imperialism and culinary authenticity</p> <p><b>Guest appearance:</b> Yen Li Loh, Ph.D. candidate, English, University of Florida</p>	<b>Tue</b> "Revisiting Local History and Ghostly Memory in Shawna Yang Ryan's <i>Locke 1928</i> ," Chia-Rong Wu (PDF)	<b>Wed</b> "Jade Snow Wong -- noted author, ceramicist," John Wildermuth (weblink) <i>Fifth Chinese Daughter</i> (Author's Note, Chs. 1-5)
<b>Thur</b> Lee: Ch. 4-"Social Intimacy and Asian American Communities before World War II" <i>Water Ghosts</i> (58-81)							
<b>Fri</b> <i>Water Ghosts</i> (82-162)							
<b>Sat-Mon</b> <i>Water Ghosts</i> (163-256)							
<b>Tue</b> "Revisiting Local History and Ghostly Memory in Shawna Yang Ryan's <i>Locke 1928</i> ," Chia-Rong Wu (PDF)							
<b>Wed</b> "Jade Snow Wong -- noted author, ceramicist," John Wildermuth (weblink) <i>Fifth Chinese Daughter</i> (Author's Note, Chs. 1-5)							
Wk 3	Tue, Jul 12: Cold War Orientalism, the "Native Informant," and Early Feminism	Thur, Jul 14: The "New Woman" and second generation Chinese American identities					
	<p><b>Readings due:</b></p> <table><tr><td><b>Thur</b> Lee: Ch. 1-"Orientalism before Asian America" (page 5-15) Lee: Ch. 7-"Americanization, Modernity, and the Second Generation through the 1930s"</td></tr><tr><td><b>Fri</b> "'Oriental Cookery': Devouring Asian and Pacific Cuisine during the Cold War," Mark Padoongpatt (PDF)</td></tr><tr><td><b>Sat-Mon</b> Lee: Ch. 9-"Asian America in the Early Cold War Years" (page 245-247; 259-263) <i>Fifth Chinese Daughter</i> (Chs. 7, 8, 13, 14)</td></tr></table> <p><b>Due:</b> <b>Keywords 2</b> <b>Project abstract</b></p> <p><b>Oriental Cookery meeting time</b></p> <p><b>In-class film viewing:</b> <i>Flower Drum Song</i> (excerpt)</p>	<b>Thur</b> Lee: Ch. 1-"Orientalism before Asian America" (page 5-15) Lee: Ch. 7-"Americanization, Modernity, and the Second Generation through the 1930s"	<b>Fri</b> "'Oriental Cookery': Devouring Asian and Pacific Cuisine during the Cold War," Mark Padoongpatt (PDF)	<b>Sat-Mon</b> Lee: Ch. 9-"Asian America in the Early Cold War Years" (page 245-247; 259-263) <i>Fifth Chinese Daughter</i> (Chs. 7, 8, 13, 14)	<p><b>Readings due:</b></p> <table><tr><td><b>Tue</b> <i>Fifth Chinese Daughter</i> (Chs. 15, 18, 19, 20)</td></tr><tr><td><b>Wed</b> <i>Fifth Chinese Daughter</i> (Chs. 23, 26, 27, 28)</td></tr></table> <p><b>Due: Oriental Cookery blog post</b></p> <p><b>Guest appearance:</b> Erica Cheung, Ph.D. student, Culture and Theory, University of California, Irvine</p> <p><b>In-class film viewing:</b> <i>Anna May Wong, In Her Own Words</i></p>	<b>Tue</b> <i>Fifth Chinese Daughter</i> (Chs. 15, 18, 19, 20)	<b>Wed</b> <i>Fifth Chinese Daughter</i> (Chs. 23, 26, 27, 28)
<b>Thur</b> Lee: Ch. 1-"Orientalism before Asian America" (page 5-15) Lee: Ch. 7-"Americanization, Modernity, and the Second Generation through the 1930s"							
<b>Fri</b> "'Oriental Cookery': Devouring Asian and Pacific Cuisine during the Cold War," Mark Padoongpatt (PDF)							
<b>Sat-Mon</b> Lee: Ch. 9-"Asian America in the Early Cold War Years" (page 245-247; 259-263) <i>Fifth Chinese Daughter</i> (Chs. 7, 8, 13, 14)							
<b>Tue</b> <i>Fifth Chinese Daughter</i> (Chs. 15, 18, 19, 20)							
<b>Wed</b> <i>Fifth Chinese Daughter</i> (Chs. 23, 26, 27, 28)							

Wk 4	Tue, Jul 19: Plantation labor, racial order, and U.S. imperial expansion in the Pacific	Thur, Jul 21: Japanese American crisis, citizenship, and WWII
	<div>Readings due:</div> <div><div>Thur</div><div>Lee- Hawaii</div></div> <div><div>Fri</div><div>All I Asking for Is My Body, Milton Murayama (pages 105-110, 1-38)</div></div> <div><div>Sat-Mon</div><div>All I Asking for Is My Body, Milton Murayama (39-67)</div></div> <div>Due: Keywords 3</div>	<div>Readings due:</div> <div><div>Tue</div><div>All I Asking for Is My Body, Milton Murayama (pages 68-103)</div></div> <div><div>Wed</div><div>Lee- Ch. 8- “Asian Americans and the Crucible of WWII”</div></div> <div>In-class debate: To Become “American” or not?</div>
Wk 5	Tue, Jul 26: U.S. Empire, Filipino farmworkers and historical invisibility	Thur, Jul 28: U.S. Empire in the Philippines continued / Presentation Day
	<div>Readings due:</div> <div><div>Thur</div><div>Little Manila is in the Heart, Dawn Mabalon, “Introduction: Remembering Little Manila” (page 1-12) [available free on-campus or via UCSD library VPN proxy server]</div></div> <div><div>Fri</div><div>Little Manila is in the Heart, “Chapter 3: Making a Filipina/o American World in Stockton” (pages 101-126)</div></div> <div><div>Sat-Mon</div><div>Little Manila is in the Heart, “Chapter 3: Making a Filipina/o American World in Stockton” (pages 127-148)</div></div> <div>Due: Keywords 4</div> <div>In-class film viewing:<div>Delano Manongs</div><div>Amigo</div></div>	<div>Readings due:</div> <div><div>Tue</div><div>“Apocalypse Now and Then” (PDF)</div></div> <div><div>Wed</div><div>“An Exercise on How to Join the Navy and Still Not See The World” by Jesse Quinsaat (PDF) (PDF)</div></div> <div>In-class film viewing:<div>Amigo (continued)</div></div> <div>Presentations</div>
Finals Saturday, Jul 30, 3:00pm		