



ETHN 121: Contemporary Asian American History

UCSD | Spring 2016

HSS 1315 | Mondays 5-7:50pm

Instructor: Mark Redondo Villegas

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Office: SSB 243

Office hours: Mondays 3:20-4:50pm

Course Description

The course will examine changes in Asian American communities as a result of migratory patterns since 1965. In particular, students will examine the arrival of refugees and their families from Southeast Asia, the "professional"-class of Asian Americans, Asian transnationals, the role of U.S. militarization in the Asian/Pacific diaspora, interminority and mixed-race communities and relationships, contemporary popular culture among Asian Americans, and other post-1965 history.

Learning Objectives

1. Compare and contrast the experiences of Asian Americans before and after 1965.
2. Identify the unique historical changes that occurred for immigrants and people of color after 1965.
3. Interpret the disparate and fluid formations of Asian American communities.
4. Reconsider "Asian American" as a transnational, multiracial, contested, and constantly changing category.

Required Texts

1. Lac Su, *I Love You as For White People: A Memoir* (Harper Perennial, 2009)
2. Rudy P. Guevarra, Jr., *Becoming Mexipino: Multiethnic Identities and Communities in San Diego* (Rutgers University Press, 2012)

Grading Criteria

Online Response (35%)- 5 total at 7 pts. each

Within your **assigned online group (5-7 members)**, you will craft an original **500-800 word** (around one-page, single space) response to the readings and lectures for the given topic. You can also comment on the film we watched in the latest class. You will be graded based on quality of grammar usage, reading comprehension (somehow demonstrate that you read **ALL** of the assignments), and active intellectual engagement with the material. Specifically, you will be graded based on the inclusion of five elements:

1. Identify and consolidate the **main contributions** of each reading. Keep this short: the more concise, the better. Think about **KEYS**:
 - a. **Key Words:** What terms were crucial for you in the reading, and why?
 - b. **Key Arguments:** What are the authors trying to convince you about?
 - c. **Key People:** Who is important in the readings?

You can address simply *one* these 3 keys per reading, but its up to you.



2. Connect with **other readings or films** (i.e. do they speak to each other?).

3. Raise at least one **question**.

4. Practice good **grammar** and language mechanics.

5. **Comment** on at least **one** of your colleagues' responses by **noon on Mondays**. Collegial netiquette is expected here.

A few of these assignments may ask you to respond to a given question or a prompt.

Responses are due on **Fridays at 9:00pm** on the **TritonED discussion board**. You have a grace period to post by Sundays at 5:00pm.

Topic Presentations / Podcast / Debate (35%)

- The class will be divided into 3 large groups: 1. Thematic Presentations, 2. Podcasts, 3. Debate. Each large group *must* engage in the **overall class themes** while at the same time exploring in depth their specific assignment while carefully applying their pedagogical methodology.

1. Thematic Presentations (4 subgroups). Each subgroup must not only briefly summarize the given readings, but also investigate an <i>original primary resource</i> (film clip, song, poem, news event, TV show) that reinforces the subgroups' area of concern. <ul style="list-style-type: none">a. Brief pre-1965 Asian American history (4 members)b. Southeast Asian American history (4)c. Militarization (4)d. Professionals, transnationals, and the unruly (4)	2. Podcasts (2 subgroups) <ul style="list-style-type: none">a. Mixed race/ethnicity (3)b. Popular culture (3) 3. Debate (3 subgroups) <ul style="list-style-type: none">a. Jury (3)b. For migration to U.S. (5)c. Against migration to U.S. (5)
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Final Online Response (20%)

- Comparative in nature, the final online response will ask you to **synthesize** the course's material.
- The word count is between **800-1000** words.
- The final online response prompt will be given Week 10.
- In addition to assigned readings, you can incorporate discussions from class and online responses, and findings from you or your peers' presentations/projects.
- A grading rubric will be revealed.

Class Participation/Attendance (10%)

- Students will be graded based on their attendance. Each meeting is worth 1 point.
- You must present proper and legitimate documentation during Week 1 or 2 if you plan to miss any meetings.
- Students must bring assigned books to lecture and discussion sections.
- Grading will greatly consider your active participation in contributing to class discussions.

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, 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 or visit www.ethnicstudies.ucsd.edu.

Tentative Schedule

Week 1 – 3/28: Introductions

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| <ul style="list-style-type: none"> Syllabus overview Appreciation vs. critical analysis Group assignments, first meeting Begin <i>Oh, Saigon</i> (Reserves, 57:00) | <ul style="list-style-type: none"> In the limelight? Asian American visibility in 2016: <ul style="list-style-type: none"> “Overlooked Asian-American Vote Could Be Pivotal in Nevada, Other Battleground States,” https://www.youtube.com/watch?v=soVPisbZMJ0 “2016 election candidates court growing Asian-American vote in Virginia,” https://www.youtube.com/watch?v=QSKA0KuFRP0 Asian Republican Coalition, http://www.commondreams.org/further/2014/07/08/here-asian-republican-coalition-whose-definition-asian-would-include-donald-trump |
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Week 2 – 4/4: In Search of Refuge

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| <p>Readings due:
Mon-Wed (3/28-3/30):</p> <ul style="list-style-type: none"> Erika Lee, <i>The Making of Asian America</i>, “In Search of Refuge: Southeast Asians in the United States” Erika Lee, <i>The Making of Asian America</i>, “Making a New Home: Hmong Refugees and Hmong Americans” | <p>Thur-Sun (3/31-4/3):</p> <ul style="list-style-type: none"> “Children of the Vietnam War,” Smithsonian.com <i>I Love You Are for White People: A Memoir</i> (approx. pages 1-90) |
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| <p>Group Presentation #1:
Brief history of early Asian American migration</p> | <p>In-class screening:
<i>Oh, Saigon</i> continued and <i>Among Bboys</i></p> |
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Week 3 – 4/11: In Search of Refuge continued [Online Response #1 due]

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| <p>Readings due:
Mon-Wed:</p> <ul style="list-style-type: none"> <i>I Love You Are for White People: A Memoir</i> (91-180) | <p>Thur-Sun:</p> <ul style="list-style-type: none"> <i>I Love You Are for White People: A Memoir</i> (180-end) |
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| <p>Group Presentation #2:
Southeast Asian refugees</p> | <p>In-class screening:
“Pass or Fail in Cambodia Town,” by the Numbers</p> |
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Week 4 – 4/18: The World is Militarized [Online Response #2 due]

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| <p>Readings due:
Mon-Wed:</p> <ul style="list-style-type: none"> Jesse Quinsaat, “An Exercise on How to Join the Navy and Still Not See the World...” in <i>Letters in Exile</i> Marcus Miyamoto, “Marcus Miyamoto, USMC, 1965-66, Danang” in <i>From Pearl Harbor to Saigon</i> | <p>Thur-Sun:</p> <ul style="list-style-type: none"> Simeon Man, “Aloha, Vietnam: Race and Empire in Hawai’i’s Vietnam War” Simeon Man, “Radicalizing Currents: The GI Movement in the Third World” |
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| <p>Group Presentation #3: U.S. militarization</p> | |
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Week 5 – 4/25: Who Belongs? Professionals, Transnationals, and the Unruly

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| <p>Readings due:
Mon-Wed:</p> <ul style="list-style-type: none"> Pew Research on Asian Americans (Select pages) Eithne Luibheid- “The 1965 Immigration and Nationality Act: An ‘End’ to Exclusion?” “Teens’ attack on Chinese girl draws comparison to ‘Lord of the Flies’ from judge,” <i>LA Times</i> | <p>Thur-Sun:</p> <ul style="list-style-type: none"> Monisha Das Gupta, <i>Unruly Immigrant</i>, “Contests over Culture” Mark Tristan Ng, “Searching for Home: Voices of Gay Asian American Youth in West Hollywood,” in <i>Asian American Youth: Culture, Identity, and Ethnicity</i> |
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| <p>Guest:
Erica Cheung, Ph.D. student
Culture and Theory, University of California, Irvine</p> | |
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Week 6 -5/2: Who Belongs? Professionals, Transnationals, and the Unruly continued [Online Response #3 due]	
Readings due: Mon-Wed: <ul style="list-style-type: none"> David Bacon, "Up Against the Open Shop - the Hidden Story of Silicon Valley's High-Tech Workers" Aihwa Ong, <i>Buddha is Hiding</i>, "Asian Immigrants as the New Westerners?" 	Thur-Sun: <ul style="list-style-type: none"> Rhacel Parrenas, <i>Children of Global Migration</i>, "The Overlooked Second Generation: The Experiences of Prolonged Separation in Two-Parent Migrant Families" [Reserves]
Group Presentation #4: Professionals, Transnationals, and the Unruly	
Week 7 – 5/9: Mixed Race	
Readings due: Mon-Wed: <ul style="list-style-type: none"> Andrew J. Jolivette, "Critical Mixed Race Studies: New Directions in the Politics of Race and Representation" Janet Stickmon, "Blackapina" 	Thur-Sun: <ul style="list-style-type: none"> Rudy Guevarra, <i>Becoming Mexipino</i>- "Introduction" and "Epilogue" Optional: Ronda Rousey Optional: Pure Beauty, "Cultural Impostors and Eggs: Race without Culture and Culture without Race"
Week 8 – 5/16: Mixed Race continued [Online Response #4 due]	
Readings due: Mon-Wed: <ul style="list-style-type: none"> Rudy Guevarra, <i>Becoming Mexipino</i> 	Thur-Sun: <ul style="list-style-type: none"> Rudy Guevarra, <i>Becoming Mexipino</i>
Guest: Dr. Rudy Guevarra Assistant Professor in Asian Pacific American Studies, Arizona State University	Mixed race podcast
Week 9 – 5/23: Popular Culture [Online Response #5 due]	
Readings due: Mon-Wed: <ul style="list-style-type: none"> <i>Desis in the House</i>- "To Be Young, Brown, and Hip" <i>Empire of Funk</i>- "Introduction: A Hip Hop Story to Tell" 	Thur-Sun: <ul style="list-style-type: none"> "Introduction," <i>Hip Hop Desis</i> Mark Villegas, "Currents of Militarization, Flows of Hip Hop"
Popular culture podcast	
Week 10 - 5/30: Debate Day / Conclusions	
Final Response due – 6/10 @ 10:00pm on TritonED	

*Special thanks to Dr. KyungHee Ha for inspiration on this syllabus