

ETHNIC STUDIES 126

Comparative Filipinx & Vietnamese American Identities and Communities

Spring 2023 – MWF 4:00 – 4:50 PM

(YORK 4080A)

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Office:

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Office hours: 5:00 – 6:00 PM MWF or by appointment

COURSE DESCRIPTION

This course compares the historical and contemporary social, political, and economic experiences of Filipinx and Vietnamese Americans, paying particular attention to the impact of U.S. wars in the Philippines and in Vietnam on their respective lives. Drawing from scholarly research, literature, and visual media, students will examine how Filipinx and Vietnamese migrations to the U.S. were shaped by war and imperialism; how Filipinx and Vietnamese Americans were subject to US racial formation before and after their arrival in the US; and how Filipinx and Vietnamese Americans' identity and community formations were impacted by their memories of the homeland as well as their struggles to belong in America.

COURSE OBJECTIVES

After the course, students will be able to:

- Identify the role of U.S. military presence in Asia as contributing to Filipinx and Vietnamese migration to the United States.
- Relate the processes of globalization and migration with the historical realities of war and colonialism.
- Contemplate the various meanings of “home” in regard to Filipinx and Vietnamese displacement from land and history.
- Describe and evaluate Filipinx and Vietnamese American cultural production (i.e. literature, film, music, and dance) as an empowering and transformational political resource.

REQUIRED TEXTS

1. Yen Le Espiritu. *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*
2. Brian Ascalon Roley. *American Son*
3. Phan, Aimee. *We Should Never Meet*

Other readings and links will be available on Canvas.

COURSE REQUIREMENTS:

Attendance and Participation	15%
Group Presentation & Class facilitation	15%
3 Critical Reading Responses	20%
Midterm: Film/ Book Review	10%
Final Project Proposal	10%
Final Project	30%

Attendance and Participation (15%):

Throughout the course, we will work through themes/concepts, readings, and other materials as a group, therefore, your attendance and participation is key to understanding the historical and contemporary social, political, and economic experiences of Filipino and Vietnamese Americans. Participation will involve class discussions and other class activities.

It is recommended that you attend all class meetings, with the exception of four (4) excused absences. However, if you have Covid symptoms or a positive Covid test, please contact me via email so that we can discuss how to deal with the situation. I expect every student to come to class with reading-task completed and questions in mind.

Group Presentation & Class Facilitation (15%):

After the first three weeks, students will work in pairs/ groups of 3 to be in charge of one class facilitation. This assignment will allow you to *lead* the class to engage critically in the readings of that day. Each facilitation should not be longer than 30 minutes and will start at the beginning of the class. In your facilitation, you should briefly *summarize* the fundamental points, make critical *analyses*, ask questions, and *facilitate* the class discussion on the assigned reading materials of that day. You will use PowerPoint or Prezi for your facilitation but feel free (and be creative) to use any other sources of material/visual aids, such as pictures, cultural objects, or a very short video (no more than 5 minutes), to illustrate your points. Facilitators will email me the link to your work via Google Slides or as an attachment 24 hours (1 day) before your facilitation begins. You can either submit to me a hard copy of your presentation that day (including the brief summary, the comments, and the questions) or send it to me via email. Your facilitation will be graded based on both your class performance and the quality of the materials.

Critical Responses (20%):

Critical responses are an important way for you to engage with the reading/ viewing material before coming to class. You will submit **THREE** Critical reading responses (about 500 words) on Canvas **prior** to the class period on **Fridays**. You can choose any 3 weeks among our 10 weeks to submit your critical responses. The response papers should not be a summary but rather a way for you to highlight the author's main points and make connections across the readings in relation to the themes/concepts of the course. The response paper must account for at least two of the readings for that week.

Here are some recommended questions (not requirements) that you may take into consideration when writing the critical responses:

- 1) What are the main arguments made in the texts?
- 2) How do the texts connect to that week's theme(s) and the course's themes?
- 3) What theoretical framework(s) are the texts corresponding to?

Mid-term: Book/ Film Review (10%)

Students can choose to review a book or a film / documentary about Vietnamese/ Filipinx American experience. The Mid-term assignment is due at 11:59 pm on Sunday, Week 6 (5/14/23) More detailed instruction will be provided during the quarter.

Final Project Proposal (10%):

You must turn in your project proposal by the end of week 7 (Sunday, 5/21/2023). Your proposal must be approved before starting your actual project. If you are doing a group project, you can turn in one 700-word proposal for the entire group, but you must work on it together. I highly suggest that you consult me about your final project before turning in a proposal. I will discuss the requirements for a project proposal during Week 5.

Final Project (30%):

You are required to create a cultural text as an expression of your understanding of social, political, and economic experiences of Filipino and Vietnamese Americans. This cultural text can be in the form of a poem, short story, prose, art piece, short film/video, podcast, digital gallery, or any other popular mediums. You can do your final project on your own or participate in a group with no more than three people. You are required to turn in a 1200-1500 word paper (if you are in a group, each member must turn in their own write-up) describing how your final project addresses course themes and topics. You will make a short presentation about your final project in week 10.

Extra Credit: I will assign extra credit depending if there are any relevant events on campus or in San Diego.

CLASS POLICY

Late assignments: Assignments' deadlines are indicated on Canvas. Assignments will be deducted 1/2 of a letter grade for each day they are late.

Technology: NO laptops, tablets, and/or phones are allowed during the duration of the class. If there is a legitimate reason as to why you need use an electronic device to take notes, please let me know as soon as possible.

Class Conduct: By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. However, please keep in mind that we must engage each other in a respectful and considerate debate in the classroom. These ground rules are reflected in

the UCSD Principles of Community to which we are all expected to adhere (<http://www.vcba.ucsd.edu/principles.htm>). Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

Academic Dishonesty: Plagiarism is a serious violation, whether intentional or inadvertent. All work submitted in this course must be your own and original. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. Plagiarism is when you use someone else's words without attribution; it includes using portions of a previously published work or website in a paper without citing the source, submitting a paper written for another course, submitting a paper written by someone else, and using the ideas of someone else without attribution. If you have questions about the proper citation of sources, please discuss them with your instructors or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago: University of Chicago Press, 2004). Students found guilty of plagiarism will be disciplined to the full extent of university policy and forwarded to the dean of their college. Students found cheating on an exam or quiz will receive a failing grade in the course and be reported to the dean of their college for disciplinary action. Each student is expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

Disabilities: If you have a documented disability needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

CLASS SCHEDULE & ASSIGNED TEXTS

	Texts
Week 1	(1) Remembering and Forgetting in History
M	Introduction to the course
W	<p>Mageo, Jeannette. "On Memory Genres: Tendencies in Cultural Remembering." <i>Cultural Memory: Reconfiguring History and Identity in the Postcolonial Pacific</i>. Honolulu: University of Hawaii Press, 2001. pp. 11-36.</p> <p>"Black History is our Filipino History" at https://filipinostudies.wordpress.com/2012/02/01/black-history-is-our-filipino-history/</p>
F	<p>Tai, Hue-Tam Ho. "Situating Memory." <i>The Country of Memory: Remaking the Past in Late Socialist Vietnam</i>, edited by Hue-Tam Ho Tai. Berkeley: UC Press, 2001. pp. 1-17.</p> <p>Nu-Anh Tran, "The Neglect of the Republic of Vietnam in American Public Memory," in Tuong Vu and Sean Fear, <i>The Republic of Vietnam, 1955-1975: Vietnamese Perspectives and Nation Building</i>, (Southeast Asia Program Publications, 2018).</p>
Week 2	The Presence of US Empire in Southeast Asia
M	Francisco, Luzviminda. "The First Vietnam: The Philippine-American War, 1899- 1902," <i>The Philippines, End of an Illusion</i> . London: AREAS, 1973.
W	Baldoz, Rick. <i>The third Asiatic invasion : empire and migration in Filipino America, 1898-1946</i> . Chapter 1
F	<p>Bradley, Mark Philip. "Trusteeship and the American Vision of Postcolonial Vietnam," <i>Imagining Vietnam and America</i>. Chapel Hill: UNC Press, 2000. pp. 73-106</p> <p>Documentary: The Vietnam War (Episode 1)</p>
Week 3	In the Wake of the Wars: Filipino Migration to the United States
M	<p>Baldoz, Rick. <i>The third Asiatic invasion : empire and migration in Filipino America, 1898-1946</i>. Chapter 2</p> <p>Balce, Nerissa S. "Filipino Bodies, Lynching and the Language of Empire." <i>Positively No Filipinos Allowed</i>, eds. A. Tiongson, Jr., E. Gutierrez, and R. Gutierrez. Temple UP, 2006. pp. 43-60.</p>

W	Yen Le Espiritu, <i>Home bound</i> . Chapter 1-2-3
F	Choy, Catherine: <i>Empire of Care: Nursing and Migration in Filipino American History</i> .
Week 4	In the Wake of the Wars: Vietnamese Refugee History
M	Zhou, Min and Carl Bankston. "The Scatterings of War." <i>Growing Up American</i> . Russel Sage Foundation, 1999. pp. 24-41.
W	Espiritu, Yen Le. "The 'We-Win-Even-When-We-Lose' Syndrome: U.S. Press Coverage of the Twenty-Fifth Anniversary of the 'Fall of Saigon'"
F	Film: Journey from the Fall https://www.youtube.com/watch?v=JKPPOLdDINo
Week 5	In the Wake of the Wars: Born of War & Empire
M	Nguyen, Mimi Thi. <i>The Gift of Freedom: War, Debt, and Other Refugee passages</i> . (2012) Nguyen, Phuong Tran. <i>Becoming Refugee American: The Politics of Rescue in Little Saigon</i> (2017).
W	Valverde, Kieu Linh Caroline. "From Dust to Gold: The Vietnamese Amerasian Experience." <i>Racially Mixed People in America</i> . Ed. Maria Root. Sage Publications, 1997. pp. 144-161 Aimee Phan. We Should Never Meet
F	Film: Daughter from Danang
Week 6	Vietnamese & Filipinx American Community Building & Transnational Politics
M	Erica S. Allen-Kim, "Exile on the Commercial Strip: Vietnam War Memorials in Little Saigon and the Politics of Commemoration," <i>Buildings & Landscapes: Journal of the Vernacular Architecture Forum</i> 21, no. 2 (2014): 39

	C. N. Le, "Better Dead Than Red: Anti-Communist Politics among Vietnamese Americans," in Ed. Ieva Zake, <i>Anticommunist Minorities in the US: Political Activism of Ethnic Refugees</i> (Palgrave Macmillan, 2009), 189-210.
W	Collet, "The Viability of "Going It Alone": Vietnamese in America and the Coalition Experience of a Transnational Community"
F	Filipino Women & food Rodriguez, Robyn M. <i>Filipino American Transnational Activism Diasporic Politics among the Second Generation</i> (2019).
Week 7	Circuits of Migration
M	<i>Home Bound</i> . Ch. 4-5
W	
F	Hung Cam Thai. <i>For Better or for Worse</i>
Week 8	Marriage and Changing Family Dynamics
M	Home Bound. Ch. 6-7
W	Diane I. Wolf, "Family Secrets: Transnational Struggles among Children of Filipino Immigrants" (<i>Sociological Perspectives</i> : 40:3, 1997)
F	Kibria, Nazli. "The Family Tightrope: Gender Relations." <i>Family Tightrope</i> . Princeton, NJ: Princeton UP, 1993. pp. 108-143.
Week 9	Intersection of race and racism with other aspects of Filipinx & Vietnamese American communities and experiences
M	Novel: American Son
W	Pisares, Elizabeth. "Do You Mis(recognize) Me: Filipina Americans in Popular Music and the Problem of Invisibility," <i>Positively No Filipinos Allowed</i> , eds. A. Tiongson, Jr., E. Gutierrez, and R. Gutierrez. Temple UP, 2006. pp. 172-198.
F	Film: Yellow Rose
Week 10	Conclusion: Re-Inventions
M	Discussion on Comparative Filipinx & Vietnamese American Identities and Communities

W	Final Project Presentations
F	Final Project Presentations