

ETHN121 CONTEMPORARY ASIAN AMERICAN HISTORY

WINTER 2014 | Mon, Wed & Fri | 11-11:50 | WLH2114

Instructor: Kyung Hee Ha
 E-mail: khha@ucsd.edu
 Office Hours: Mon & Wed, 12-1:30p at Perks (Price Center) or by appointment

So, transform yourself first...Because you are young and have dreams and want to do something meaningful, that in itself, makes you our future and our hope. Keep expanding your horizon, decolonize your mind, and cross borders.
 - Yuri Kochiyama, Grassroots Civil Rights Activist

COURSE OVERVIEW

History is not just about dates, facts and figures. It is about how we remember our past, understand our present, and imagine our future. It is imbued in power which determines what is archived, what is excavated, how it will be told and shared. Therefore, to study history necessarily is to study power and knowledge production. The purpose of this course is to critically examine the experiences of Asian/Americans in the post-1965 period. In doing so, we will explore a range of scholarly, literary, and visual texts in order to interrogate how war, (neo)colonialism, and global capitalism have shaped lives of Asian/Americans. This course pays particular attention to the ways in which Asian/Americans have co-existed, negotiated and resisted such structural forces to imagine and practice *otherwise*.

Key questions this course will address include: When and how do people become “Asian Americans” as racialized, colonized, sexualized and gendered subjects? How did the 1965 Immigration Act affect Asian Americans, families and communities? What kind of diverse issues are Asian Americans faced today? What roles have post-9/11 discourse and ideology played in (re)defining what it means to be Asians in America?

COURSE REQUIREMENTS

ATTENDANCE & PARTICIPATION: Attendance is mandatory. You are expected to attend all lectures *and* actively participate and contribute to class discussions through an engagement with the readings/lectures. This includes asking questions, seeking clarification and offering your critical ideas and interpretation.

More than 3 absences will result in zero score for participation. Missing 5 classes will result in a failing/no pass grade. 2 late arrivals = 1 absence. Leaving early = 1 absence. When you bring doctor's note, your absence may be excused.

READING ASSIGNMENTS: Unless otherwise indicated, readings are available on TED at <http://ted.ucsd.edu/>. You are required to print and bring the assigned readings to every class. Complete all readings prior to attending class in order to make meaningful contribution to discussion.

GROUP PRESENTATION: A small group of 3-5 individuals will pose questions and analyses on the week's readings, and lead a discussion for the day. Further directions will be given in class.

WRITING ASSIGNMENTS: (1) You will be required to write one critical essay (5-7 pages) that addresses the themes of this course. Details for this assignment will be provided in Week 4. **(2)** In addition, you will be required to post a short reflection on TED. Further directions will be given in class.

* Formatting: All writing assignments must be typed, double-spaced, and in MLA format. 1" margins all-around, 12-point Times New Roman font, and stapled. Remember to put your name, PID# and page number.

FINAL PROJECT/PRESENTATION: In lieu of a final exam, students will be asked to create and present their own historical narrative. This assignment can take on any shape/medium (such as video documentary, painting/drawing series, poem, letter and performance), using yourself or another individual (who is Asian American) as the main character. You will write a critical reflection on the project. Further directions will be given in class.

Final Presentation: March 17, 11:30-2:30 (Location: TBD)

COURSE EVALUATION

Attendance & Participation	15%
Group Presentation	15%
4 TED Posts	20%
Critical Essay	25%
Final Project/Presentation	25%

E-mail Policy: All e-mail correspondence with the instructor must be properly formatted with a greeting and salutation, and must be grammatically correct. E-mail is best used for brief communication or for scheduling appointments. If you have questions that require an in-depth answer, please see me during office hours. Please allow 48 hours for a response. No response during weekends or holidays.

Academic Integrity: 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. Please familiarize yourself with the UCSD policy on Academic Integrity: <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

Special Accommodations: Students with documented disabilities who may need accommodations should make an appointment with the instructor as early as possible, no later than the first week of class. For additional information, contact the Office for Students with Disabilities (OSD) at (858) 534-4382 or osd@ucsd.edu.

COURSE READINGS AND SCHEDULE

Note: I reserve the right to revise the contents of this syllabus at any given time (with due notice)

Week 1 **Power/Knowledge in History and Memory**

- 1/6 Bao Phi, "For Us"
Walter Benjamin, "Theses on the Philosophy of History"
- 1/8 Ronald Takaki, "Breaking Silences: Community of Memory"
- 1/10 YẾN Lê Espiritu, "Thirty Years AfterWARD: The Endings That Are Not Over"

Week 2 **U.S. Empire, Race and Immigration**

- 1/13 YẾN Lê Espiritu, "Positively No Filipinos Allowed': Differential Inclusion and Homelessness" in *Home Bound* (course reserve)
- 1/15 Howard Winant, "Racism: From Domination to Hegemony"
Eithne Luibheid, "The 1965 Immigration and Nationality Act: An 'End' to Exclusion?"
- 1/17 **Group Presentation #1** & **TED blog post #1**
Lisa Lowe, "Epistemological Shifts: National Ontology and the New Asian Immigrant"

Week 3 **Positionality and Political Movement**

- 1/20 No Class - Martin Luther King, Jr. Holiday
- 1/22 Daryl J. Maeda, "'Are We Not Also Asians?' Building Solidarity Through Opposition to the Viet Nam War"
Tadashi Nakamura, *A Song for Ourselves* (34m) (on vimeo)
- 1/24 Glenn Omatsu, "The 'Four Prisons' and the Movement of Liberation"
Haunani-Kay Trask, "Settlers of Color and 'Immigrant' Hegemony"

Week 4 **Community, Family, Home**

- 1/27 YẾN Lê Espiritu, "Home, Sweet Home: Work and Changing Family Relations" and "'We Don't Sleep Around Like White Girls Do': The Politics of Home and Location" in *Home Bound* (course reserve)
- 1/29 Elaine Kim, "Home is where the Han is"
Dai Sil Kim-Gibson, Christine Choy, Elaine Kim, *Sa-I-Gu* (42m) (course reserve or youtube)
- 1/31 **Group Presentation #2** & **TED blog post #2**
Martin Manalansan, "Searching for Community: Filipino Gay Me in New York City"

Week 5 Model Minority Myth: Beyond Colorblindness

- 2/3 Robert Lee, "The Cold War Origins of the Model Minority Myth"
- 2/5 Lisa Park, "Continuing Significance of the Model Minority Myth"
Linda Trinh Võ, "Beyond Color-blind Universalism: Asians in a "Postracial America"
- 2/7 **Group Presentation #3**
Christine Choy and Renee Tajima-Peña, *Who Killed Vincent Chin?* (87m) (course reserve)

Week 6 Refugee Figure**Critical Essay Due**

- 2/10 Park and Park, "Governing Admission to the United States: Basic Themes" and "Exclusion, Deportation, and Refugee Admissions"
- 2/12 YẾN Lê Espiritu, "We-Win-Even-When-We Lose Syndrome"
- 2/14 Aihwa Ong, "The Refugee as Ethical Figure"

Week 7 Orphan Figure

- 2/17 No Class - President's Day Holiday
- 2/19 Sara Dorow, "Why China? Identifying Histories of Transnational Adoption"
- 2/21 Selected essays from *Outsiders Within*
First Person Plural (60m) (course reserve)

Week 8 Post-9/11

- 2/24 Jerry Kang, "Thinking through Internment"
Stephen Lee, "U.S. Intervention in the Middle East, the 'War on Terror,' and Domestic Hate Crimes"
- 2/26 Sunaina Maira, "Youth Culture, Citizenship and Globalization"
- 2/28 **Group Presentation #4** & **TED blog post #3**
Nadine C. Naber, "So Our History Doesn't Become Your Future"

Week 9 Queering Asian America

- 3/3 Martin Manalansan, "Introduction: Points of Departure"
- 3/5 Ang Lee, *The Wedding Banquet* (109 m) (course reserve or amazon instant video)

Mark Chiang, “Coming Out into the Global System”

3/7 **Group Presentation #5**

Jabir Puar, “South Asian (Trans)nation(alism)s and Queer Diasporas”

Week 10 Asian American Desires and Dreams

3/10 Yén Lê Espiritu, “Homes, Borders, and Possibilities” in *Home Bound* (course reserve)

3/12 Haunani-Kay Trask, “Feminism and Indigenous Hawaiian Nationalism”

3/14 **Group Presentation #6 & TED blog post #4**

Melinda I. de Jesus, “Rereading History, Rewriting Desire”

Majoring or Minorin 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 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, journalism, government and politics, international relations, 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

Peer Contacts:

1. Name []	Contact: []
2. Name []	Contact: []

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter: _____

Course: _____

Instructor: _____

Student I.D.#: _____

Print Name: _____

Signature: _____