



ETHN20: Introduction to Asian American Studies

UCSD

Winter 2016

Lecture: Humanities and Social Sciences 1330

Tuesdays/Thursdays 5:00-6:20pm

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Course Description

This course will provide an interdisciplinary historical and contemporary survey of Asian American Studies. By examining fictional literature, historical and sociology studies, films, and music, we will introduce both dominant discourses and lesser-known narratives on the lives of Asian Americans. The interlinking themes of empire, colonial conquest, militarization, transnational labor, state-sanctioned violence, urbanization, and race and gender relations will emerge from studying the plantations of Hawai'i, the streets of Los Angeles, and much more.

Learning Objectives

1. Identify the general timeline of significant migratory events in the Asian diaspora in the United States.
2. Apply general terminology and keywords for significant events in the history of U.S. racial formation.
3. Articulate the importance of whiteness in the creation and maintenance of racial privilege and power in the United States.
4. Connect the development of the U.S. as a nation-state and the U.S.'s expansion, conquest, and overseas interventions.
5. Apply creative research and/or archiving methodologies.
6. Hypothesize contemporary and future race relations in the United States by studying historical references.

Required Textbooks/Literary books

- Shelley Sang-Hee Lee, *A New History of Asian America* (Routledge, 2013)
- Milton Murayama, *All I Asking for is My Body* (University of Hawai'i Press, 1975)
- Rick Baldoz, *The Third Asiatic Invasion: Migration and Empire in Filipino America, 1898-1946* (New York University Press, 2011)
- Nina Revoyr, *Southland* (Akashic Books, 2003)

Grading Criteria

Weekly Keywords (20%, 8 at 2.5 points each)

Due Mondays at 9:00pm on TritonEd uploaded in folder under "Content" tab

- Each week, set groups of 4-5 students in each section will submit a list of 10 "keywords" to define/summarize from the assigned 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 document.
- The keywords chosen by each group form the main components to the midterm and final exam.
- 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:

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)

Midterm (20%)

The midterm will occur during lecture on **Thursday, Feb. 4th**. It will be a mix of multiple choice, identify the significance, and short answer. It will synthesize the readings, lectures, discussion section material, film viewings, and guest appearances up to that point.

Final (30%)

The final exam will occur during lecture on **Thursday, Mar. 17th**. It will be a mix of multiple choice, identify the significance, and short answer. It will synthesize the readings, lectures, film viewings, and guest appearances from throughout the whole course, but will pay special attention on material after the midterm.

Instagram Archive Project (20%)

- Your group from the Keywords weekly assignment will participate in this project.
- Each group member will create an Instagram account or use an existing one.
- Starting **Week 4, twice** a week in your groups, **each member** will either take new pictures or re-post pictures of various subjects that deal with our class Asian American Studies.
- Topics to post on will be discussed in lecture and discussion section.
- Like a museum exhibit, your group will decide to “curate” a general, coherent theme. Examples include specific individuals and/or moments in history, a “keyword” that can yield fruitful documentation online, or a geographic area relevant to this course.
- For each post, you must justify significance in the captions. In other words, always link the post to its relevance to our class.
- In order for your academic labor to be accountable to a larger public, you must demonstrate that your posts have been receiving likes, shares, and comments (the quantitative extent needed for a maximum score is relative to other students’ public engagement). You will be graded on the care and thought put into contextualizing each image.
- Everyone will use this handle at the end of each post: **#asianamstudiesucsd2016 (or a variant, in consultation with teaching assistant)**.
- **5%** of your grade for this project will be dedicated to a “reflection” of your groups’ experience, to be presented during your discussion section on **Week 10** (or during lecture if needed). More information about this portion of your grade will be discussed more in depth throughout the quarter.

Class Participation/Attendance (10%)

- Students will be graded based on their attendance of both lectures and discussion sections. The missing of more than three lectures or discussion sections justifies the failure of the entire course.
- 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.
- At their discretion, your teaching assistant(s) may issue assignments, quizzes, and exercises that are graded towards class participation/attendance.

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 or visit www.ethnicstudies.ucsd.edu.

Tentative Schedule

Wk 1	Tue (Jan 5): Course Introduction	Thur (Jan 7): Setting the Stage
	In-class film viewing: "The Difference Between Us," <i>Race: The Power of An Illusion</i> (0:55) [via Kanopy] "American," <i>The Mind of a Chef</i> (clips)	Readings due: <ul style="list-style-type: none">• <i>A New History of Asian America</i> Timeline (weblink)• "Introduction" (Lee, 1-3)• "Making a Living: The Politics and Economics of Work before the 1930s" (Lee, 63-67 and 70-74 [skip "Hawai'i Plantations and Asian Labor"]) In-class film viewing: "The Difference Between Us," <i>Race: The Power of An Illusion</i> (0:55)
Wk 2	Tue (Jan 12): Whiteness and U.S. Law	Thur (Jan 14): Whiteness, Migration, and Exclusion
	Readings due: <ul style="list-style-type: none">• "Racism and the Anti-Asian Movements" (Lee, 121-136)• "Prohibitions on Property" [section] (Baldoz, 102-106)• "We Have Always Lived as Americans" [Tape v. Hurley] (weblink)• "'No Dogs or Mexicans Allowed': Mendez v. Westminster and its Legacy on the Southwest" (weblink)	Readings due: <ul style="list-style-type: none">• "Racism and the Anti-Asian Movements" continued (Lee 136-146)• "Long before anxiety about Muslims, Americans feared the 'yellow peril' of Chinese immigration" (weblink, audio optional) In-class film viewing: <ul style="list-style-type: none">• <i>Anna May Wong, In Her Own Words</i> (00:56)
Wk 3	Tue (Jan 19): Response and Resistance to White Legal and Extralegal Exclusion	Thur (Jan 21): Miscegenation and the U.S. Caste System / The First "Vietnam": U.S. Overseas War in the Philippines
	Readings due: <ul style="list-style-type: none">• "Response and Resistance" (Lee, 151-171)• "Orientalism and Modernity in the 1920s and 1930s" to "Asian Americans and the Roaring Twenties" (Lee 193-199)• "Introduction," <i>The Third Asiatic Invasion</i> (Baldoz, 1-10)	Readings due: <ul style="list-style-type: none">• "Introduction" continued (Baldoz, 10-20)• "Apocalypse Now and Then" (weblink) In-class film viewing: <ul style="list-style-type: none">• <i>Amigo</i> (my iTunes movies)

	In-class film viewing: <ul style="list-style-type: none"> <i>Anna May Wong, In Her Own Words</i> Guest: Ray San Diego, Ph.D. candidate UC Irvine, Culture and Theory	
Wk 4	Tue (Jan 26): The First “Vietnam”: U.S. Overseas War in the Philippines continued	Thur (Jan 28): Labor, Sex, and the Filipina/o Diaspora
	Begin posting on Instagram Readings due: <ul style="list-style-type: none"> “The Racial Vectors of Empire: Classification and Competing Master Narratives in the Colonial Philippines,” (Baldoz, 21-44) “Get Rid of All Filipinos or We’ll Burn This Town Down,” (Baldoz, 113-123) In-class film viewing: <ul style="list-style-type: none"> <i>Amigo</i> (my iTunes movies) 	Readings due: <ul style="list-style-type: none"> “Defining Deviance” to “The War on Dance Halls” (Baldoz 124-135) In-class film viewing: <ul style="list-style-type: none"> <i>Little Manila</i>
Wk 5	Tue (Feb 2): Re-centering Hawai’i in Asian America	Thur (Feb 4): Re-centering Hawai’i in Asian America continued / Midterm Day
	Readings due: <ul style="list-style-type: none"> “Across the Pacific” to “Korean Immigration” (Lee, 33-48) “Hawai’i Plantations and Asian Labor,” (Lee, 67-70) <i>All I Asking for Is My Body</i>, Milton Murayama (pages 1-50) 	Readings due: <ul style="list-style-type: none"> <i>All I Asking for Is My Body</i>, Milton Murayama (pages 51-86) Midterm Day
Wk 6	Tue (Feb 9): The Crucible of World War II	Thur (Feb 11): The Crucible of World War II continued
	Readings due: <ul style="list-style-type: none"> <i>All I Asking for Is My Body</i> (pages 87-110) “Asian Americans and the Crucible of World War II,” (Lee, 207-228) In-class film viewing: <ul style="list-style-type: none"> <i>Island Roots</i> (Kanopy) or <i>Canefield Songs: Holehole Bushi</i> (PBS) 	Readings due: <ul style="list-style-type: none"> “Asian Americans and the Crucible of World War II,” (Lee, 228-239) “‘Another Mirage of Democracy,’ War, Nationality, and Asymmetrical Allegiance” (Baldoz, 194-199) “Donald Trump fails history: How the right’s failure to understand Japanese-American internment drives anti-Muslim hatred” (weblink) In-class film viewing: <ul style="list-style-type: none"> <i>Rabbit in the Moon</i>
Wk 7	Tue (Feb 16): Democracy, War, and the U.S. Caste System	Thur (Feb 18): Asian American Soldiers and the Patriotic Predicament
	Readings due: <ul style="list-style-type: none"> “From the Home Front to the Battle Front” to end of chapter (Baldoz, 211-236) “Marcus Miyatomo, USMC, 1965-66, Danang,” in Toshio Wheelchel, <i>From Pearl Harbor to Saigon</i>, 35-50 In-class film viewings: <ul style="list-style-type: none"> <i>Pilgrimage</i> (Vimeo) 	Readings due: <ul style="list-style-type: none"> Daryl Maeda, “‘Are We Not Also Asians?’ Building Solidarity through Opposition to the Viet Nam War,” in <i>Chains of Babylon</i>, 97-126 Guest: Dr. Simeon Man, UCSD History

Wk 8	Tue (Feb 23): U.S. War in Vietnam	Thur (Feb 25): The Southeast Asian Diaspora
	<p>Readings due:</p> <ul style="list-style-type: none"> • “The Vietnam War, Southeast Asians, and the Transformation of Asian America” (Lee, 269-288) <p>In-class film viewing:</p> <ul style="list-style-type: none"> • <i>A Village Called Versailles</i> (66 mins) 	<p>Readings due:</p> <ul style="list-style-type: none"> • “A Photographer Set Off Little Saigon” (weblink) • Amy Quach, “A Hole in My Heritage” (weblink) • Niky Dang blog post (weblink) <p>Guest: Leo Esclamado, executive co-director, Transnational Institute for Grassroots Research and Action (TIGRA), former community organizer in New Orleans East</p>
Wk 9	Tue (Mar 1): Intra-Minority Politics	Thur (Mar 3): Intra-Minority Politics continued
	<p>Readings due:</p> <ul style="list-style-type: none"> • “Intra-minority Politics in a Post-Civil Rights Age,” (Lee, 343-346) • <i>Southland</i> (9-106) <p>In-class film viewing:</p> <ul style="list-style-type: none"> • LA Riots news footage 	<p>Readings due: <i>Southland</i> (107-149)</p>
Wk10	Tue (Mar 8): Intra-Minority Politics continued (No more keywords due)	Thur (Mar 10): Intra-Minority Politics continued / Review day
	<p><i>Southland</i> (150-260)</p> <p>Guest: Jason Magabo Perez, writer, performer, Ph.D. candidate in Communications and Ethnic Studies, UCSD</p>	<p><i>Southland</i> (261-348)</p>
Finals	Tue (Mar 15)	Thur (Mar 17): Final Exam Day
		Final Exam: 7:00pm