

Winter 2018  
HILD 7B  
Location: PETER 108  
Tues/Thurs 9:30-10:50a

Professor Simeon Man  
Office: HSS 4051  
Office Hours: Tues/Thurs 11-12  
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**Teaching assistants:**

Hyesong Lim – hyl144@ucsd.edu (A01 Monday 1:00-1:50/A02 Monday 2:00-2:50)  
Kristian Fabian – kfabian@ucsd.edu (A03 Monday 3:00-3:50/A04 Monday 4:00-4:50)  
Miguel Castañeda – m4castan@ucsd.edu (A05 Wed 8:00-8:50/A06 Wed 9:00-9:50)  
Kimiko (Nicole) LeNeave – kleneave@ucsd.edu (A07 Wed 10:00-10:50/A08 11:00-11:50)  
Felicitas Hartung – fhartung@ucsd.edu (A09 Friday 12:00-12:50 /A10 1:00-1:50)  
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**HILD 7B: RACE AND ETHNICITY IN THE UNITED STATES  
ASIAN AMERICAN HISTORY**

**DESCRIPTION**

This course is an introduction to Asian American history, with an emphasis on how Asians have figured centrally in the development of the U.S. nation and empire from its beginnings to the present. Major themes include: race and racism, labor migration, imperialism, cultural representations, community formation, and resistance.

**COURSE OBJECTIVES**

In this course, you will develop 1) analytical reading skills of a variety of secondary and primary sources; and 2) a critical vocabulary allowing you to formulate your own informed arguments and questions pertaining to Asian American history and U.S. history.

**REQUIRED TEXTS**

Mary Paik Lee, *Quiet Odyssey: A Pioneer Korean Woman in America* (1990)  
Erika Lee, *The Making of Asian America* (2015)  
Thi Bui, *The Best We Could Do: An Illustrated Memoir* (2017)

All books are available for purchase at the UCSD Bookstore and on reserve at Geisel. All other required readings are posted on TritonEd as PDFs, accessible by clicking on the “Content” link in the toolbar. Required film(s) are streamed through the library website.

**GRADES**

Attendance and Participation: 20%  
Midterm Exam (**February 5**): 25%  
Final Exam (**March 19**): 25%  
Final paper (**due March 14**): 30%

**Attendance and Participation (20%)**

Attendance is mandatory to your success in the course, and you are expected to attend all lectures and discussion sections. You must attend the section to which you are assigned, no exceptions. You should complete the assigned readings before your discussion section, and be prepared to participate actively in discussion. The discussion section is your opportunity to engage with your fellow classmates about the readings and assignments, to ask questions, and to exercise your critical analysis. Bring your readings and lecture notes to your sections.

**iClickers:**

Clicker participation is required in this course. Students who do not already own Clickers must purchase one, register its ID number on our TritonEd site, and bring it to every class. You will not be graded on your specific answers. Instead, students who answer 80% or more of all Clicker questions asked during lectures will receive one extra credit point towards their final grade.

**Classroom etiquette:**

Please refrain from disruptions in the lecture hall that may impact your fellow classmates and the professor. This includes coming in late and leaving early, packing up your belongings before lecture ends, talking, web browsing, watching movies, texting, and other distractive behaviors. Please silence and put away cell phones. You may not record the lectures without the written consent of the instructor. If your behaviors disrupt the class, you will be asked to leave. Only students enrolled in the course may be present in the class.

**Laptop policy:**

You may use your laptop or tablet to take notes only if you are sitting in the first two rows of the classroom. This policy is strictly enforced.

**Midterm (20%), February 5**

There will be an in-class midterm exam on Tuesday, February 5. The exam will consist of defining key terms and explaining how they relate to each other. More information about the exam is forthcoming. A bluebook is required.

**Final Exam (25%), March 19, 8-11am.**

The final exam will be held in our regular classroom. Please note the date and time. It will consist of defining key term and explaining how they relate to each other, and will be comprehensive. A bluebook is required.

**Final Paper (30%)**

Your final paper is an oral history project, in which you will interview a person and interpret that person's life. The paper must be an analytical essay that engages with at least **three (3)** of the course's major themes. The person need not identify as an Asian American, and may be a relative, friend, or acquaintance. How have this individual's experiences intersected with the course of Asian American history? How have the historical forces and themes presented in the lectures and readings (i.e. labor migration, imperialism, war, patriarchy, race and racism, etc.) affected them?

The paper should be 7-8 pages, typed double-spaced in 12-point Time News Roman font, one-inch margins on all sides. It is due in class on **March 15, and must be submitted both in hard copy to your TA and to TurnItIn.**

This assignment requires you to do the following over the course of the quarter:

- 1) By January 29, at the very latest, choose a person to write about and schedule an interview. Prepare questions related to the course to ask during the interview.

- 2) Conduct your interview. Take careful notes and/or record your interview. Rather than proceeding down a list of questions, listen carefully, and ask follow-up questions when prompted by your interviewee. Keep it conversational. You may find it necessary to schedule another follow-up interview. During week 3, your TAs will explain the nuts and bolts of how to conduct an oral history.
- 3) After the interview, organize your notes and brainstorm what major themes you want to focus on. Think about your potential argument. **This is an important step!** You should have a clear argument *before* you start writing your paper. I highly recommend you meet with your TA to go over your ideas and argument before writing your paper.
- 4) As you write your paper, stay focused on developing and supporting your argument. At least half of your paper should be devoted to discussing the three course themes with specific examples from lectures and readings. Be sure to relate them clearly and explicitly to the person's experiences. You are not expected to research sources beyond the interviewee and the class readings and lectures. If you wish to cite additional sources, use footnotes and conform to MLA style.

**Disputes:** Disputed grades on assignments and exams must first be addressed in writing with your TA. In the rare cases in which this discussion is not adequate, then the student and TA may meet with the professor. For that meeting, the assignments in question, comments, and grade must be made available to the professor in advance of the meeting.

**Late and Missing Assignments, Make-Up Exams:** Extensions and make-ups will be given only for documented medical emergencies or for conflicts with religious holidays. This policy is strictly enforced. Papers or exams not received by the due date or otherwise granted a formal extension will be docked 1/3 of a letter grade per day that it is late (i.e. an A will become an A-). Failure to complete the midterm exam, final exam, and/or final paper constitutes failure in the course.

**Circulating Course Materials:** Course materials may not be replicated, sold, or distributed without the written consent of the instructor.

## **SCHEDULE OF TOPICS AND READINGS**

### **Week One**

Jan 8: Introduction

Jan 10: Orientalism and Mercantile Trade

Readings:

- Lee, *The Making of Asian America*, introduction, chapter 1
- Gary Y. Okihiro, "When and Where I Enter," *Margins and Mainstreams*, 3-30
- "Chang and Eng Advertisements," in *Asian America: A Primary Source Reader*, 207-209

### **Week Two**

Jan 15: Imperialism and Labor Migrations

Jan 17: Race and Republicanism

Readings:

- Lee, *The Making of Asian America*, chapters 3-5, 7-8
- Naturalization Act, March 26, 1790
- Mark Twain, *Roughing It*, in *Asian America: A Primary Source Reader*, 209-211.
- “‘The Chinese Question’ and Political Cartoons,” in *Asian America: A Primary Source Reader*, 211-214.

### **Week Three**

Jan 22: Empire and Exclusion

Jan 24: Anticolonial Struggles

Readings:

- Mary Paik Lee, *Quiet Odyssey*, all

### **Week Four**

Jan 29: Challenging Exclusion

Jan 31: Forging Community

Readings:

- Linda España-Maram, “‘White Trash’ and ‘Brown Hordes’: Taxi Dance Halls and the Policing of Working-Class Bodies,” in *Creating Masculinity in Los Angeles’ Little Manila*, 105-134.
- “New York Chinese Merchants Oppose Renewal of Chinese Exclusion Act, 1892,” in *Major Problems in Asian American History*, 106-107
- “California Supreme Court, *Tape v. Hurley* (March 3, 1885)” and Letter from Mary Tape, April 8, 1885,” in *Columbia Documentary Guide*, 70-73.
- “Dr. Harvey Saburo Hayashi Admonition to Japanese Immigrants, 1893,” in *Columbia Documentary Guide*, 97-100.
- Carlos Bulosan, “Be American,” *Asian America: A Primary Source Reader*, 243-249.

### **Week Five**

Feb 5: **MIDTERM EXAM**

Feb 7: World War II and Incarceration

Readings:

- Lee, *The Making of Asian America*, chapters 10-11
- “Japanese American Mike Masaoka Vows to Cooperate with Government Removal Plans, 1942”; “Journalist James M. Omura Condemns the Mass Exclusion of Japanese Americans, 1942”; The Fair Play Committee Calls on Nisei to Resist the Draft, 1944,” in *Major Problems*, 293-298.
- Paul Kramer, “Enemies of the State,” *Slate.com*, June 29, 2018.

### **Week Six**

Feb 12: Cold War Civil Rights

Feb 14: Anticommunism and Repression

Readings:

- Lee, *The Making of Asian America*, chapter 12
- Mae Ngai, “The Cold War Chinese Immigration Crisis and the Confession Cases,” in *Impossible Subjects*, 202-224.
- “A New American Comes ‘Home,’” *Life*, November 30, 1953, 26–29
- “Success Story of One Minority Group in U.S.,” *U.S. News & World Report*, December 26, 1966.

### Week Seven

Feb 19: “On Strike! Shut it Down!” The Struggle for Ethnic Studies

- Film: *Agents of Change* (dir. Frank Dawson and Abby Ginzberg, 66 minutes, 2016)

Feb 21: Black Power, Yellow Power

Readings:

- Daryl J. Maeda, “Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness,” in *Chains of Babylon*, 73-96
- Amy Uyematsu, “The Emergence of Yellow Power in America,” 262-271
- San Francisco State College Strike (1968-1969) in *Asian America: A Primary Source Reader*, 271-274
- “Asian Women as Leaders,” in *Roots: An Asian American Reader*, 297-298.

### Week Eight

Feb 26: The Vietnam War and Third World Liberation

Feb 28: Refugee Migrations

Readings:

- Simeon Man, “Fighting Gooks: Asian Americans and the Vietnam War,” in *Soldiering through Empire*, 135-161.
- “International Hotel Struggle, Manilatown, San Francisco, February 1970,” in *Columbia Documentary History*, 365-369.
- Film: *The Fall of the I-Hotel* (dir. Curtis Choy, 1983)

### Week Nine

Mar 5: Neoliberal Restructuring and New Immigration

Mar 7: Refugee Deportations

- Film: *Sentenced Home* (dir. Nicole Newnham, 2006)

Readings:

- Bui, *The Best We Could Do*, all

### Week Ten

Mar 12: Hate Crimes and the Problem of the Colorblind

Mar 14: Wrap Up (**FINAL PAPER DUE**)

Readings:

- “UAW Says, ‘If You Sell in America, Build in America,’” *Asian America: A Primary Source Reader*, 285

- Frank H. Wu, “The Wheel of Justice: The Killing of Vincent Chin and the Death of the Motor City,” *Asian America: A Primary Source Reader*, 286-298
- “Decades after Clashing with the Klan, A Thriving Vietnamese Community in Texas,” NPR.org, November 25, 2018.
- “Moustafa Bayoumi, The Oak Creek Massacre” and “White with Rage,” in *This Muslim American Life*, 148-166.

**Mar 19: FINAL EXAM 8-11am**

### **UCSD’s Statement on Academic Integrity**

All suspicions of integrity violation will be reported to the Academic Integrity Office according to university policy. Integrity violation is not just blatant cheating (e.g., copying off another student during an exam), but what you might have thought of as "minor cheating" in high school, for example: copying other students' papers or homework; copying or using old papers/report; working with others on individual assignments; forgetting to cite material you took from an outside resource; turning in work completed in total or part by another. The Policy on Integrity of Scholarship ([academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu)) and this syllabus list some of the standards by which you are expected to complete your academic work, but your good ethical judgment (or asking me for advice) is also expected as we cannot list every behavior that is unethical or not in the spirit of academic integrity.

iClicker use. Clicking for a friend or bringing in more than one clicker counts as an academic integrity violation and will be treated as such.

Those students found to have committed academic misconduct will face administrative sanctions imposed by their college Dean of Student Affairs and academic sanctions imposed by me. The standard administrative sanctions include: the creation of a disciplinary record (which will be checked by graduate and professional schools); disciplinary probation; and attendance at an Academic Integrity Seminar. Students can also face suspension and dismissal from the University; those sanctions are not at my discretion. Academic sanctions can range from an F on the assignment to an F in the class. The appropriate sanctions are determined by the egregiousness of the Policy violation. Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to me for investigation.

### **Disability Accommodations**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information:

858.534.4382 (phone)

[osd@ucsd.edu](mailto:osd@ucsd.edu)(email)

<http://disabilities.ucsd.edu>(website)