

Winter 2017
HILD 7B
Location: WLH 2001
Tues/Thurs 2:00-3:20p

Professor Simeon Man
Office: HSS 4051
Office Hours: Tues/Thurs 11-12p
Email: siman@ucsd.edu

Teaching Assistants:

Kevan Aguilar - k3aguila@ucsd.edu (A09/10) Kevan Malone - kqmalone@ucsd.edu (A11/12)
Amie Campos - amcampos@ucsd.edu (A01/02) Alexis Meza - a5meza@ucsd.edu (A07/08)
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HILD 7B: RACE AND ETHNICITY IN THE UNITED STATES
ASIAN AMERICAN HISTORY

DESCRIPTION

This course is part of a 3-part series on the history of race and ethnicity in the United States. We will explore the experiences of Asian Americans in particular, and approach them within regional, national, and global contexts. The course proceeds chronologically and thematically from the 19th century to the present. Major themes include: imperialism, labor migration, race and racism, cultural representations, community formation, and resistance.

COURSE OBJECTIVES

Students will develop analytical reading skills of a variety of secondary and primary sources. By engaging critically with these texts, you will learn to ask informed questions that challenge conventional interpretations of U.S. history. By the end of the course, you should be able to identify and formulate your own arguments, to marshal evidence to support your claims, and to draw your own interpretations of U.S. and Asian American history.

REQUIRED TEXTS

Mary Paik Lee, *Quiet Odyssey: A Pioneer Korean Woman in America* (Temple UP, 1990)
Erika Lee, *The Making of Asian America* (Simon & Schuster, 2015)

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: 25%
Final paper (7-8 pages): 30%
Midterm Exam: 20%
Final Exam: 25%

Attendance and Participation (25%)

You are expected to attend all lectures and discussion sections. You should complete the assigned readings as scheduled 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. Please 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.

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, web browsing, watching movies, texting, and other distractive and rude behaviors. If your behaviors disrupt the class, you may be asked to leave. Please silence and put away cell phones.

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 9

There will be an in-class midterm exam on Thursday, February 9. The exam will consist of identifying a set of key terms and an essay. More detailed information about the exam is forthcoming.

Final Exam (25%), March 23, 3-6pm.

The final exam will be held in our regular classroom. Please note the date and time. It will consist of key term identifications and an essay, and will be comprehensive.

Final Paper (30%)

Your final paper is an oral history project, in which you will interview a person and interpret that person's life within the broader themes covered in the course. 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 presented in the lectures and readings (i.e. labor migration, imperialism, war, racism, etc.) affected her or him?

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 16, and must be submitted both in hard copy to your TA and to Turnitin.com.**

The final paper requires you to do the following over the course of the quarter:

- 1) By January 31, 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. Keep it conversational. You may find it necessary to

schedule another follow-up interview(s). During week 3, your TAs will go over the nuts and bolts of how to conduct an oral history.

- 3) Organize your interview 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 broader history 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 the instructor who assigned the grade. In the rare cases in which this discussion is not adequate, then the student and instructor may meet with Professor Man. For that meeting, the assignments in question, comments, and grade must be made available to Professor Man in advance of the meeting.

Late Papers, Make-Up Exams: Extensions and make-ups will be given only for documented medical emergencies or for conflicts with religious holidays. Make-up exams require us to draft new questions, so make-up exams will be given only under the conditions mentioned above and at a time/day of our choosing. 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-).

SCHEDULE OF TOPICS AND READINGS

Week One

January 10: Introduction

January 12: Orientalism and Mercantile Trade

Readings: Lee, *The Making of Asian America*, introduction and chapter 1-2

“Writer Ralph Waldo Emerson Excoriates Chinese Civilization, 1824,” in *Major Problems in Asian American History*, 38-39.

Week Two

January 17: Imperialism and Labor Migrations

January 19: Race and Republicanism

Readings: Lee, *The Making of Asian America*, chapters 3-5, 7-8

Naturalization Act, March 26, 1790

An Act to Protect Free White Labor Against Competition with Chinese Coolie Labor, April 26, 1862.

Week Three

January 24: The U.S. Pacific Empire

January 26: Anticolonial Struggles

Readings: Mary Paik Lee, all

Week Four

January 31: Rise of the Border Regime

February 2: Challenging Exclusion

Midterm questions announced in class

Readings: Lee, *The Making of Asian America*, chapter 9

“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.

“Samuel Gompers and Mexican/Japanese Farmworkers in Oxnard, California, June 2, 1903,” in *Columbia Documentary Guide*, 134-136.

Week Five

February 7: Forging Community

February 9: **MIDTERM EXAM**

Readings: Rhacel Salazar Parrenas, “Alliance between White Working-Class Women and Filipino Immigrant men,” in *Major Problems*, 241-248

Salvador Roldan v. Los Angeles County, January 27, 1933

Week Six

February 14: U.S.-Pacific Wars

February 16: Japanese American Internment

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.

Week Seven

February 21: Cold War Contradictions

February 23: 1965 Immigration Act

Readings: Lee, *The Making of Asian America*, chapters 12-13

“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 Eight

February 28: Toward Third World Liberation

March 2: In-Class Film: *Fall of the I-Hotel*

Readings: Daryl J. Maeda, “Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness,” and “Are We Not Also Asians? Building Solidarity through Opposition to the Viet Nam War,” in *Chains of Babylon*, 73-126.

Amy Uyematsu, “The Emergence of Yellow Power in America,” *Roots*, 9-13.

Week Nine

March 7: The Vietnam War and Refugee Migrations

March 9: Economic Restructuring and Anti-Asian Violence

Readings: Lee, *The Rise of Asian America*, chapter 14

Helen Zia, “Detroit Blues: ‘Because of You Motherfuckers’” in *Asian American Dreams*, 55-81

Glenn Omatsu, “Four Prisons and Movements for Liberation: Asian American Activism from the 1960s to the 1990s,” 164-195.

Film: *Who Killed Vincent Chin?*

Week Ten

March 14: In-class film: *Sentenced Home*

March 16: Beyond Colorblind Politics (**Final paper due in class**)

Readings: Eric Tang, "A Gulf Unites Us: The Vietnamese Americans of Black New Orleans East," *American Quarterly* 63:1 (March 2011): 117-149.

FINAL EXAM Thursday, March 23, 3-6pm

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) 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 (at a cost of \$75). 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(email)

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