

Kamala Visweswaran, Professor
OH Th 2-3:15pm/appt SSB 253

ETHNIC STUDIES 20- INTRODUCTION TO ASIAN AMERICAN STUDIES

Esther Choi, Teaching Assistant

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Office hours:

Tuesday 2 pm-3:20pm/by appointment

Location: SSB 240

Section room/time:

Tu/Th 5-5:50pm, York 4050A

Course Description

Sixty percent of the world's population lives in Asia. Asian/Americans represent only 5.5% of the U.S population, but in Hawaii constitute 57% of the state's population and in California, 15% of the state's population. The field of Asian American Studies, rooted in in the 19th and early 20th century labor migrations of the Chinese, Japanese, Koreans, and Filipinos to the U.S., has shifted over the past two decades with the post-1965 arrival of Vietnamese, Cambodians, Hmong, Indians, Pakistanis and South/west and Central Asians and others, highlighting the presence of conflict diasporas, veterans, refugees, exiles, adoptees, mixed-race peoples and transnationals. Indeed, much of the contemporary post-1965 U.S. Asian American population has been formed as a result of U.S. Cold War interventions in Asia, and more recently as a production of the US War on Terror. For this reason, the inclusion/ exclusion paradigm of Asian Americans in US society is inadequate for understanding what all these groups share in common apart from a loose claim to vast geography—a definitive relationship to war or conflict through U.S. policies of militarism in Asia. The course thus undertakes a transnational analysis of diasporic forms of memory and commemoration and will proceed in a roughly chronological manner to explore the relationship of Asian/American cultural production to the Philippine-American War, World War II, the Korean War, the Vietnamese and Cambodian wars, and the Iraq/Afghanistan wars.

Course Philosophy and Pedagogy

This class is intended to analyze and critically engage commonly held understandings of race, class, sexuality, and gender as they relate to Asian/Pacific Islanders and Middle-East, Central, and South Asian Americans. The course is based around core theoretical themes and critiques, which are not opinions but theories that form the basis for our analysis. Our class is a space for sincere discussion, respectful dialogue and for the expression of views which new and unfamiliar. All class participants are expected to engage in constructive and considerate exchange in the classroom; abusive, disrespectful or harsh language is not allowed. These ground rules are reflected in the UCSD Principles of Community which we are asked to follow (see <http://wwwvcba.ucsd.edu/principles.htm>).

This course may be challenging for those who have not yet been introduced to ethnic studies and/or critical gender studies in high school or otherwise. It may also be challenging for those

whose study time is juggled between parenting, work, activist and other obligations. However, every student invested in regularly attending class and keeping up with reading assignments can achieve a high grade.

ESL Needs: Some students will need to utilize office hours in order to get extra background and direction on the material. ESL students are highly encouraged to consult the resources at the OASIS center (858-534-3760) in order to earn full points on assignments. It is your responsibility to seek and utilize these resources as the need arises.

ADA Accommodation: If you have a disability or condition that compromises your ability to complete the requirements of this course, please inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you will need to notify me in writing within one week of receiving it.

Cheating and Plagiarism: Cheating and/or plagiarism are not tolerated behaviors at UCSD. If you are caught cheating on an exam or quiz or plagiarizing someone else's assignment, it will result in a failing grade and your infraction will be referred to your college for disciplinary action. If there is any suspicion that your assignments have been plagiarized, the case will be forwarded to the dean of your college for further investigation and appropriate disciplinary action.

Email communication etiquette: Your course instructors can respond to emails addressed with an appropriate greeting and closing between 9am-5 pm M-F. Your instructors cannot respond to email sent over the weekend or after hours. If you need information about course discussion or assignments because you missed class, contact one of your section captains. If you need to be absent for a class email the TA and cc the professor. If you have questions about the readings you'd like to discuss, please visit your instructors during office hours!

Electronic Devices: Unless you have an ADA accommodation, you will be expected to turn off your computers and other electronic devices while in class except when the instructor asks you to use them for an in-class assignment. Studies show use of these devices and other forms of "multi-tasking" may distract from your ability to learn new material efficiently and inhibit retention.

Course Texts

The syllabus and all required texts are available through the Triton Ed course website or via electronic access to holdings in the UCSD library. You are required to complete all readings before the date of the lecture on which they are assigned.

Class Assignments and Grading

10% Class participation (section and general lecture)

20% Section (section discussion and assignments) 1 excused absence from section is permitted. Additional absences will negatively affect your section grade. More than 3 absences from section will result in a 0% Section grade

30% Midterm (In class essay and short answers) **February 21, 2017**

40% Group Projects: oral presentation on **March 16, 2017** (last day of class) and final projects due **March 20, 2017**

Group projects

Group projects are intended to engage us in a critical thinking exercise about history, history-making and knowledge production. You will be asked to construct a historical and cultural narrative about the meanings and impact of war upon those who survive it (for example, refugees, adoptees, soldiers or veterans). How are the experiences of veterans and refugees tied to each other? How do individuals, families, and communities devise strategies of memorialization to cope with the losses of war? What role does displacement, migration and trauma play in a community's own understanding of its history? These are some of the questions you will explore in undertaking your group projects.

Class Field Trip

The class will take one field trip to the Ft Rosecrans/Pt. Loma military cemetery to help us understand the relationship between individual or community memories and state practices of memorialization. Students will be asked to use their own transportation and to carpool to the cemetery in groups of 4-5 on January 31, 2017 and to arrive by 3:30 pm sharp. We will tour the grounds from 3:30-4:30 pm (when the cemetery closes), We will observe all cemetery rules (explained in class), keep conversation to a minimum, and will remain respectful of our surroundings at all times.

Class Library Research Session

The class will meet the Ethnic Studies Librarian, Alanna Aiko Moore at Geisel Library on January 26, 2017 to be introduced to library research methods which can be used for your group research project.

Group Project Guidelines

The guidelines for the group projects are as follows. Each group of 5 is required to tell a story or construct a factually-based narrative using the following elements and methods

1. Minimum of one grave marker; maximum 3.
2. Use of a minimum of one personal reflection from a friend or family member who has experienced a war (refugee, survivor, veteran, etc.). Student to spend minimum 30 min in conversation; max 1 hr and edited narrative to be 3-5 pgs.
3. Illustration of a minimum one of the concepts introduced in the course readings. (Pts increase w/use of 2-3 concepts)
4. Minimum of one research method (statistical, historical, sociological, geographic, architectural, demographic, etc.) to contextualize the 1 and 2 (Pts increase w/use of 2-3 methods)
5. A constructed map or geographic/spatial representation of the relationship between 1 and 2 **OR** use of a cultural text such as a film, sculpture, graphic novel, feature or documentary film, etc. that illustrates the relationship between 1 and 2.

The final project should have at least 1 visual/aural image or object (maximum of 5) and a minimum of 5 pages of text (maximum 8). Timelines, web-pages, poster boards, 3-D printed objects, quilts, and other media are all acceptable formats. Each item will be scored for a total of 40 points. The professor will give one grade for the oral presentation, and give each group feedback which they can incorporate into their final projects due on March 20th. Excellent projects will be recommended for display at the Geisel Library during Asian American month in April, or for the UCSD Conference on Militarism and Migration from April 21-23, 2017 which will be held at the East African Cultural Community Center in City Heights.

Extra Credit Opportunities:

Each section to have 1-2 student “captains” who will be given extra credit as part of their class participation grade and will serve the point persons for students in your section if they miss classes and need info on assignments, etc.

In addition there will be some events announced in class or included on the syllabus for which you can earn extra credit by writing a 1-2 pg. report explaining the content of the lecture/film, and how it relates to concepts and ideas discussed in class. All extra credit will be factored into your class participation grade.

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 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

Schedule of Course Readings

I. Asia Pacific and the Cold War

Jan 10 (T) Jodi Kim, “Introduction Unsettling Hermeneutics and Global Nonalignments” in *Ends of Empire, Asian American Critique and the Cold War*. University of Minnesota Press, 2010

Catherine Lutz, “Introduction: Bases, Empire, and Global Response” in *The Bases of Empire*. C. Lutz (ed). Pluto Press, 2009.

Recommended: Mark Gillem, "Introduction" *America Town*. University of Minnesota Press, 2006.

Jan 12 (Th)

"Fred Korematsu: All American Hero" Anupam Chander and Madhavi Sunder. UC Davis Legal Studies Research Paper Series Research Paper No. 471, December 2015

Recommended:

<http://www.nytimes.com/2012/01/04/us/gordon-hirabayashi-wwii-internment-opponent-dies-at-93.html>

<http://archiveswest.orbiscascade.org/ark:/80444/xv58822>

Jan 17 (T) Teach-in "Sanctuary Campus: What is It and Why We Need It" with Rosaura Sanchez (Literature), Tom Wong (Political Science) and lawyers from Alliance San Diego. Raza Resource Center Time: **3-5pm** (1st floor of the Student Services Center; on the corner facing Pepper Canyon Hall and the Conrad Prebys Music Center)

Paul Kramer, Ch. 2 "From Hide to Heart

The Philippine-American War as Race War" The Blood of Government: Race, Empire, the United States, and the Philippines

Recommended:

Philippines Luzviminda Francisco. 1973. "The First Vietnam: The U.S.

Philippine War of 1899." <http://www.historyisaweapon.org/defcon1/franciscofirstvietnam.htm>

Jan 19 (Th)

Theresa Cenidoza Suarez Militarized Filipino Masculinity and the Language of Citizenship in San Diego in Militarized Currents. Editor(s): Setsu Shigematsu, Keith L. Camacho University of Minnesota Press. (2010)

Vernadette Vicuña Gonzalez Touring Military Masculinities: U.S. – Philippines Circuits of Sacrifice and Gratitude in Corregidor and Bataan in Militarized Currents. Setsu Shigematsu, Keith L. Camacho (eds). University of Minnesota Press, 2010

Jan 24 (T) Kim, Ch. 3 "Asian America's Japan" in Ends of Empire

Recommended:

Jon Kamakawiwo'ole Osorio Memorializing Pu'uloa and Remembering Pearl Harbor in Militarized Currents. Setsu Shigematsu, Keith L. Camacho (eds). University of Minnesota Press, 2010.

Jan 25 (W) EXTRA CREDIT: "A Conversation with Vietnamese-American Artist Trinh Mai" 11:30-12:30, Comunidad Room, Cross-Cultural Center, <http://trinhmai.com>

Jan 26 (Th) Library Research Tour with Alanna Aiko Moore: meet at Geisel Library lobby.

Jan 31 (T) Pt. Loma Military Cemetery: <http://www.cem.va.gov/cems/nchp/ftrosecrans.asp>

Carpools to be organized in section; meet at cemetery entrance at 3:30 p.m

Feb 2 (Th) Kim, Ch. 4 “The Forgotten War- Korean America’s Conditions of Possibility”

Feb 7 (T) Esther Choi lecture

Grace Cho, Introduction “The Fabric of Erasure: Haunting the Korean Diaspora” in *Shame, Secrecy, and the Forgotten War* University of Minnesota Press, 2008.

Feb 9 (Th) Katharya Um Lecture, “Cambodian genocide and diaspora” Comunidad Room, Cross-Cultural Center, 3:30-5 pm

Intro, *Land of Shadows: War, Revolution, and the Making of the Cambodian Diaspora*

EXTRA CREDIT:

Feb 9 Lecture and film screening- Jane Jin Kaisen, Visual Artist and Filmmaker. “Translation and Borders Otherwise” 5:30 - 7:30 pm; SME 149 (Structural and Materials Building, near Visual Arts Facility)

Feb 10 (F) Jane Jin Kaisen Film Screenings followed by Q & 1:00 pm
SME 149 (Structural and Materials Building, near Visual Arts Facility)

Film 1: Reiterations of Dissent <http://janejinkaisen.com/reiterations-of-dissent/>

Film 2: The Woman, the Orphan, and the Tiger <http://janejinkaisen.com/the-woman-the-orphan-and-the-tiger/>

Feb 14 (T) Kim, Ch. 5 “The War-Surplus of Our New Imperialism-Vietnam, Masculinist Hypervisibility, and the Politics of (Af)filiation”

Recommended: Yen Espiritu, *Body Counts: The Vietnam War and Militarized Refugees*. Introduction. UC Press, 2014

Feb 16 (Th) Q and A with Simeon Man (UCSD, History), "Aloha, Vietnam: Race and Empire in Hawai'i's Vietnam War" *American Quarterly*. Volume 67, Number 4, December 2015 pp. 1085-1108

Feb 20 (M) **EXTRA CREDIT:** Im Heung Soon,

<http://imheungsoon.com/factory-complex/>

Feb 21 (T) MIDTERM

II. The War on Terror in the Middle East and South Asia

Feb 23 (Th) Film Anand Patwardhan, War and Peace

http://patwardhan.com/?page_id=120

Feb 28 (T) Zia Mian, “Fevered with Dreams of the Future: The Coming of the Atomic Age to Pakistan” in *South Asia Cultures of the Bomb*. Itty Abraham (ed). Indiana University Press, 2009.

Mar 2 (Th) Vikram Chandra Lecture on “Geek Sublime” CALIT Auditorium 4- 6pm

Ch. 4 “Histories and Mythologies” in *Geek Sublime*. Graywolf Press, 2014.

Mar 7 (T)

Lisa Leitz, “Introduction: The Military Peace Movement” in *Fighting for Peace: Veterans and Military Families in the Anti-Iraq War Movement*. University of Minnesota Press, 2014.

Recommended:

Matthew Gutmann and Catherine Lutz. *Breaking Ranks: Iraq Veterans Speak Out Against the War*. Berkeley: University of California Press, 2010.

<http://www.newyorker.com/news/news-desk/humayun-khan-isnt-the-only-muslim-american-hero>

Mar 9 (Th)

FILM: Documentary, “The Ghosts of Abu Ghraib”

https://www.youtube.com/watch?v=FGpaOp6_I7M

Recommended:

“Arab and Arab American Feminisms: An Introduction” in *Arab and Arab American Feminisms: Gender, Violence, and Belonging* Rabab Abdulhadi, Evelyn Alsultany and Nadine Naber. (eds). Syracuse University Press, 2011.

Recommended: Evelyn Alsultany, “Evoking Sympathy for the Muslim Woman”

In *Arabs and Muslims in the Media: Race and Representation after 9/11*

NYU Press, 2012.

Mar 14 (T) Mahvish Khan, *My Guantanamo Diary: The Detainees and the Story they Told Me*. Introduction and Ch. 1

Recommended:

FILM: Docu-drama, “The Road to Guantanamo”

<https://www.youtube.com/watch?v=HCw-5Qnm8c>

Mar 16 (Th) Class Group Presentations: Each group will have 8 min to present

Mar 20 FINAL PROJECTS DUE

RESEARCH RESOURCES

<https://www.loc.gov/vets/stories/ex-war-asianpacific.html>

costsofwar.org