

ETHN 122: ASIAN AMERICAN CULTURE(S) AND IDENTITI(ES)

MWF 12:00-12:50pm @ Warren Lecturer Hall Room 2207

Instructor

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Office Location

SSB 243

Office Hours

Wed Fri 1-2pm

Course Description

Riddle me this: *how has an entire continent become a single race?* Asia is the biggest continent on the globe with billions of people from multiple ethnic groups and religious backgrounds, bearing numerous textual and oral languages and incredibly rich cultures. Yet, Asian Americans in general and Asian ethnic groups in particular remain largely overlooked in a society that claims to be multicultural. This course explores the identity formation and the ongoing experiences of Asian Americans in U.S. society, of which such questions will be asked: *How have Asians been racialized, gendered and sexualized in U.S. historically and contemporaneously? What do their cultural representations reveal about issues of identity, belonging, class, and citizenship in U.S. society and the globalized world?* In this class, we will cover a range of topics such as immigration, labor, family, community, sexuality, militarism, globalization, and social movements.

Course Objectives

Through the end of class, students are expected to be (1) familiar with utilizing intersectional approaches in understand Asian American histories, cultures and identities through the lens of race, ethnicity, class, gender, sexuality, transnationality and (2) fluent in critical language to discuss matters of mainstream representation of Asianness and how such matters contribute to the larger fight for social and racial justice. This course encourages students to adopt a cultural activist framework to contribute to the social and virtual movements of reclaiming Asian presence in social, cultural, and political spaces.

Required Text

Asian American Dreams: The Emergence of an American People, Helen Zia. *The best we could do: an illustrated memoir*, Thi Bui. Other course materials will be available on E-reserves.

Course Requirements

Attendance & active participation (20%): Class participation and punctual attendance are crucial. It is recommended that you attend all meetings, with the exception of two (2) excused absences resulting from extenuating circumstances. A doctor's note or written excuse for your absence must be provided in cases of missed assignments. No late papers or exams will be accepted. You are expected to arrive to lecture on time, finish reading the materials in advance of class, and take part in the group discussion. Often being late to class/ leaving early/ being distracted in class will be considered as absence. Every absence beyond allowed excused ones will result in half grade drop in your final grade. Not being present in class for more than 80% of the time (24/30 meetings) is grounds for failing the course.

The instructor will not provide you information in office hours about what you have missed in class; you must retrieve missing lecture information and notes on your own from other students.

Blog Posts (20%): There are 4 blog posts (5% each) due on TED by the end of week 2, 5, 7, 10. See prompts at page 3, section **Assignments and Exams**.

Talking points/ Presentation on final project (5%): For each class, you should choose to prepare talking points ahead of time to start up the conversation in your group whenever applicable. Talking points also include one required presentation on first draft of final project with peers on week 9. Students who choose to present talking points should bring two hard copies of their notes and check in with me in the beginning of class to make sure discussion goes smoothly. By the end of class, voluntary discussion leader(s) should turn in their prepared notes/questions (typed and printed) to me. Students can choose which days they want to volunteer, and you should volunteer up to 3 times. **(1 time: 1.5%; 2 times: 3%; 3 times: 5%)**

Midterm (20%) and Final Project (25%)

Class Policies

Academic Integrity: This class assumes that all participants are doing assignments with integrity, which means that the works turned in by you are original, not directly borrowed from other sources without proper citation regardless of how widely known the sources are, and not written by someone else other than you. Academic dishonesty violates university regulations and is a reportable offence that may lead to expulsion. For more information on Academic Integrity, visit: <https://academicintegrity.ucsd.edu/>

Accommodations: This class strives to be as respectful, accessible, and inclusive as possible for all students. If you have requests regarding chosen names, preferred gender pronouns, feel free to let me know whether or not you want that information known in class.

For all accommodations for disabilities, please get the Authorization for Accommodation (AFA) Letter to me at the beginning of the quarter. For official inquiries and policies, please refer to the Office for Students with Disabilities (OSD) website for further information on requesting academic accommodations: <http://disabilities.ucsd.edu/students/>

Technology in class: Unless students need accommodations provided through OSD, all electronics must be put away during lectures. Since this is a big class, the use of laptops, tablets, and phones will be disruptive for others. Voice recording of the discussions in the class is not allowed. Able-bodied students are expected to work with hand note-taking.

For students who need recordings, you must obtain the instructor's permission to take audio or video recordings in this class. Such permission only allows the recordings to be used for you only and should be deleted once the quarter is over. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Class Schedule and Assigned Texts:

Week 1	Journey to self-identification: What's (y)our story?
M 01/08	Zia, <i>Asian American Dream</i> , Intro (ix-x)
W 01/10	Zia, Chapter 1: "From Nothing, a Consciousness" (3-20)
F 01/12	Roots: Asian American Movements in Los Angeles Zine ➤ In-class viewing: On Strike!: Ethnic Studies, 1969-1999
Week 2	Perpetual Migrants
M 01/15	Martin Luther King's Day. No Class Read: Zia, Chapter 2: "Surrogate Slaves to American Dreamers" (21-52)
W 01/17	Ronald Takaki, "Overblown with Hope - the First Wave of Asian Immigration" Lisa Lowe, <i>Immigrant Acts: On Asian American Cultural Politics</i> , Chapter 1: "Immigration, Citizenship, Racialization: Asian American Critique" (1-36)
F 01/19	❖ Blog post #1 due.
Week 3	Racializing Asian: Becoming Americans (or not)
M 01/22	Espiritu, Yen L. <i>Asian American Panethnicity</i> , Chapter 2: "Coming Together: the Asian American Movement" (19-52)
W 01/24	Aoki, Keith. "Foreign-ness & Asian American Identities: Yellowface, World War II Propaganda, and Bifurcated Racial Stereotypes." <i>UCLA Asian Pac. Am. LJ</i> 4 (1996).
F 01/26	Zia, Chapter 3-4 (55-108)
Week 4	Remnants of War: Exclusion, Differential Inclusion, Deportation
M 01/29	Espiritu, Yen L. Home Bound, "Positively No Filipinos Allowed"
W 01/31	Leti Volpp, "Divesting Citizenship: On Asian American History and the Loss of Citizenship through Marriage"
F 02/02	Watching: <i>Deported</i> by Sahra V. Nguyen [Searchable with keywords "NBC Asian America Presents: Deported"]
Week 5	(Mis)representation and Collective Reaction
M 02/05	Espiritu, Yen Le. "Ideological Racism and Cultural Resistance: Constructing our Own Images" in <i>Race, Class and Gender</i> (175-184) Shah, Hemant. (2003). "'Asian Culture' and Asian American Identities in the Television and Film Industries of the United States." <i>Simile: Studies in Media & Information Literacy Education</i> . 3. 1-10. ➤ In-class viewing: "The Problem with Apu," 2017
W 02/07	Zia, Chapter 5: "Gangsters, Gooks, Geishas, and Geeks" (109-135) Yoko Yoshikawa, "The Heat is On Miss Saigon Coalition: Organizing Across Race and Sexuality" from Q&A: <i>Queer in Asian America</i> (275-294)
F 02/09	CLASS CANCELLED FOR LUNAR NEW YEAR. 🌈 Watching: <i>Yellow Face</i> (dir. By Jeff Liu): a YouTube adaptation of David Henry Hwang's play of the same name. ❖ Blog post #2 due.

Week 6 **Dismantling the Myths: Yellow Peril, Model Minority, Neoliberal Diversity**

- M 02/12 Natsu Taylor Saito, "Model Minority, Yellow Peril: Functions of Foreignness in the Construction of Asian American Legal Identity", 4 Asian Am. L.J. 71 (1997)
- W 02/14 Ellen D. Wu, *The Color of Success*, Epilogue "Model Minority/Asian American" (242-258)+ notes (329-332)
- F 02/16 🚩 Watching *Better Luck Tomorrow* (directed by Justin Lin, 2002)
🚩 Suggested watching *A.k.a. Don Bonus: The life of a Cambodian refugee in USA* [available on YouTube]

Helen Heran Jun, *Black Orientalism and Asian Uplift from Pre-Emancipation to Neoliberal America*, chapter 6: "Asian Americans in the Age of Neoliberalism Human Capital and Bad Choices in a.k.a Don Bonus (1993) and Better Luck Tomorrow (2002)."

MIDTERM ESSAY – DUE ON TURNITIN ON SUNDAY 02/18 AT MIDNIGHT.

Week 7 **Asian on the Internet: Social Commentaries, Virtual Archives, Narratives**

- M 02/19 [President's Holiday. No Class](#)

Homework: Browse and do research on Wallace's anti-Chinese rant video that went viral and the responses from Asian YouTubers and bloggers. Listen to/read a couple of them and choose the ones that you like. Prepare your response.
- W 02/21 Christine Bacareza Balance, "How It Feels to Be Viral Me: Affective Labor and Asian American YouTube Performance"

Lopez, Lori Kido. "Blogging while Angry: The Sustainability of Emotional Labor in the Asian American Blogosphere." *Media, Culture & Society* 36.4 [2014]: 421-436.
- F 02/23 🚩 "Watching" KTOWN 92, a multimedia "documentary" by Grace Lee (2017) <http://ktown92.com/about>

Ben Welsh and Jerome Adamstein, *The Los Angeles Times* front pages during the 1992 L.A. riots, <http://www.latimes.com/projects/la-me-riot-front-pages/>
Zia, Chapter 7, "Lost and Found in LA" (166-194)

Week 8 **The Generation After: Inheritance and Dissidence**

- M 02/26 Creef, Elena Tajima. "Discovering My Mother as the Other in the Saturday Evening Post." *Qualitative Inquiry* 6.4 (2000): 443-455.

*Creef, Elena Tajima. "Notes from a Fragmented Daughter." pp. 23-27.
- W 02/28 Zia, Chapter 9. "Out on the Front Line" (227-251).

NPR. Ansari & Yang Explore The First-Generation Experience in 'Master of None'

🚩 Watching "Parents" (*Master of None*, 2015) Available to screen in class.

Bui, Thi. *The Best We Could Do: an illustrated memoir*.
- F 03/02 Bui, Long T. "The Debts of Memory: Historical Amnesia and Refugee Knowledge," *Journal of Asian American Studies* 18: 1 (2015): 73-97.

❖ Proposal ideas for your own final project due in discussion.

Week 9 Q&A: Queer and Asian and Spaces

- M 03/05 Judy Tzu-Chun Wu, "Asian American History and Racialized Compulsory Deviance"
Han, Chong-Suk. "No Fats, Femmes, or Asians: The Utility of Critical Race Theory in examining the Role of Gay Stock Stories in the Marginalization of Gay Asian Men." *Contemporary Justice Review* 11.1 (2008): 11-22.
➤ In-class viewing: Saving Face
- W 03/07 Sonia Otalvaro-Hormillosa, "The Homeless Diaspora of Queer Asian Americans"
Romero, Victor C. "Asians, Gay Marriage, and Immigration: Family Unification at a Crossroads." *Immigr. & Nat'lity L. Rev.* 26 (2005): 337-347.
- F 03/09 Chen, Mel Y. "Everywhere Archives: Transgendering, Trans Asians, and the Internet." *Australian Feminist Studies* 25.64 (2010): 199-208.
❖ Presentation of first draft of final project due in class.
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Week 10 Globalization: The Asian century, Neoliberal Capitalism and Breaking into the US

- M 03/12 Zhang, Charlie Yi. "Untangling the Intersectional Biopolitics of Neoliberal Globalization: Asia, Asian, and the Asia-Pacific Rim." *Feminist Formations* 26.3 (2014): 167-196.
- W 03/14 📻 Listen to "Can K-pop conquer America?" podcast + read all text and hyperlinks in <https://www.nytimes.com/2017/06/30/arts/music/popcast-kpop-kcon.html>
"Locked out of China, South Korea's K-pop stars are heading to the US" on CNN
- F 03/16 Wrap-up.
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Assignments and Exams

Week 2

Blog post 1

Due Friday 01/19 midnight
on TED

Blog post 1: My name is...., and I am here to...

In this reflection piece (200-300 words), write a series of sentences (or paragraphs) starting with "My name is...., and I am here to..." to affirm what you have already known prior to the class about Asian/American cultures and identities and what you are hoping to learn throughout the course. This piece should utilize cited examples/moments/quotes from the assigned readings of week 1 and 2 as parts of the statements/affirmation.

Week 5

Due Friday 02/09 midnight
on TED

Blog post 2: "Saving Face" challenge

Imagine if you are in a position to make any changes you want about a particular cultural production involving Asian American representation (film, TV series, play, novel, music video), what would you change and how would your change make it better? If you decide to draw/sketch/design an image, make sure to embed the file in your post

and add a write up that describes what you created and why it is significant to you and the theme of this class.

Week 6

Due Sunday 02/18 midnight on Turnitin Midterm Prompt: TBD

Week 7

Due Saturday 02/09 midnight on TED

Blog post #3: Asian on the Internet

Create a downloadable Instastory/Snapchap/ Facebook moments story that serves as a virtual archive (see K-town92 project) in response to a subject matter on Asian American issues of your choice. The finished story should be less than 1 minutes so you can post as a video onto the shared IG account of our class.

If you don't use social media, you can also create a 1 minute video of the same structure (using lots of vignettes) and upload to IG.

Week 8

Proposal of ideas for final project (due in class discussion)

Week 9

Presenting on first draft of final project in group discussion

Week 10

Blog post 4

Due Friday 03/16 midnight on TED

Assignment: Trace on twitter or social media the different reactions toward the Kpop band BTS' Award winning news and their performances. What does it say about the racial complexity between American mainstream public vs Asian Americans vs Asian?

Final's Week

Final Project due Monday 03/19.

Majoring or Minor 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: ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Syllabus is tentative and maybe subject to change at the discretion of the instructor.