

ETHN 121: Contemporary Asian American History
Winter 2020 / Sequoia 147 / TR 12:30-1:50pm

Instructor: Christen Sasaki

Office: SSB 247

Office Hours: Tuesday, 10:30-11:30am and by appointment

email: csasaki@ucsd.edu

Course Description

This course explores a series of historical issues in Asian American Studies, focusing specifically on changes in Asian American communities as a result of renewed immigration since 1965; the influx of refugees from Vietnam, Kampuchea, and Laos, the economic impact of contemporary social movements on Asian-Americans' current economic, social, and political status. Weekly lectures, films, activities, and readings are designed to provoke active discussion and lead to a critical understanding of the links between history and our present day political and socio-economic context.

Course Objectives

- Stimulate dialogue on the topic of Asian American history and experience that leads to mutual intellectual development.
- Develop critical thinking, speaking, and writing skills.

Required Texts:

1. Erika Lee, *The Making of Asian America*
2. Thi Bui, *The Best We Could Do*

Course Requirements/Grading

- Participation: Worksheets, In-class assignments, In-class discussion, online posting/discussion: 10%
- Midterm Paper: 25%
- 4 Quizzes: 20% (You take 5, lowest grade dropped)
- Annotated Bibliography: 5%
- Group Final Paper (including first draft): 30%
- Group Final Presentation: 10%

Policy on late work: Late work will be accepted up to one class meeting after due date, but a penalty of 10% of the grade will be imposed. I will not accept late work after one class meeting from the due date.

Canvas:

We will be using an online learning management system (LMS) to manage content and grades. This particular course will be managed using Canvas.

The Course Finder page (coursefinder.ucsd.edu) will display your Canvas courses. Therefore, it is recommended that you use the Course Finder page to access your classes. To log in, select the login button and enter your Active Directory credentials.

If you have not used Canvas before, refer to the student help guides and videos, which are located on the left-side menu's help section (the question mark icon). Should you need any technical assistance with Canvas, please alert your instructor and send an email to servicedesk@ucsd.edu. In the header of the email, please write "Canvas". Make sure to include your name, course title and section, as well as your contact information in the email body. A representative will get back to you within 48 hours (Monday through Friday).

Participation:

In order to receive an A in participation, a student should:

- Come to class on time
- Respond to/question/politely challenge your classmates
- Actively participate in group work
- Bring questions about the reading that you would like to discuss as a class
- Connect the day's readings to previous topics and themes
- Complete all assigned work

Online Canvas Quizzes: 5 questions, multiple choice, timed at 10 minutes

You will be given 5 online Canvas quizzes that will be based on readings and course material. They are timed at 10 minutes and are open book. Please pay attention to the dates/times that each quiz opens and closes. Make sure to have a secure internet connection – I suggest taking the quiz at a computer lab on campus and taking a screen shot of your submission screen. There are not make-ups or do-overs because your lowest grade is automatically dropped. I will only count your 4 highest quiz scores.

Midterm Paper: 5 pages (1,250 words) typed, double-spaced, 12 point font (Times New Roman or similar font), 1 inch margins

- In lieu of a midterm exam, you will be given a paper prompt to respond to. The prompts will be posted on our Canvas site and we will go over it in class.
- All sources must be cited. Please use Chicago-style for all citations unless otherwise instructed.
- Short papers must be turned in through our Canvas turnitin.com link AND a hardcopy should be brought in to class for full credit.

Final Group Paper and Presentation:

In lieu of a final exam, you will work in groups of five to complete a 15 page paper and a 10 minute final presentation. Your paper should examine one critical issue facing the Asian American community today and connect it to analytical concepts we have covered in class. You must reference at least two readings from class as well as four outside peer reviewed sources and one primary source.

Classroom Expectations and Responsibilities

Students will arrive having completed all readings assigned for that day and be ready to discuss in class. Active participation in class is a must. You are expected to bring all readings required for that day to class. This includes readings that are posted online.

1. **RESPECT:** You should always treat your fellow classmates, as well as your instructor, with courtesy and respect. In this space we appreciate differences of opinion. Bullying or

discrimination based on race, ethnicity, gender, sexuality, religious beliefs, age, or any other factor will not be tolerated in our classroom. Disrespectful behavior will result in the student(s) being asked to leave the classroom and forfeiting their participation for that day.

2. CANVAS: This course will make regular use of Canvas for course content, postings and announcements. It is your responsibility to make sure that your Canvas account is active. Be sure to check your UCSD email account and our Canvas class site daily.
3. EMAIL: You are welcome to email me at csasaki@ucsd.edu whenever you have a question or concern regarding the class materials. Please allow a 24-hour window for a response.
4. READINGS: Bring copies of all weekly assigned materials and readings to class.
5. ELECTRONIC DEVICES—Please refrain from using your phone in class. This includes texting. Laptops are ok, provided that you are using them for class-related work. If you are found using your laptop for activities other than those related to this class, you will be asked to leave and forfeit your participation for that day.
6. BE ON TIME: Be seated and prepared at the start of class. Try not to disturb class if you arrive late.
7. If you have a personal issue that you need to discuss, you are welcome and encouraged to visit me during my scheduled office hours. If you have a scheduling conflict, I will work with you to arrange a time to meet. Please do not wait until the end of the course to inform me of a significant problem.
8. I will not accept duplicate papers – in other words, I will not accept a paper turned in for another course, unless the student receives prior permission in writing from the instructor stipulating the conditions (extra length, research, etc).
9. It is the student’s responsibility to be aware of class lectures and assignments. Should sickness, family emergencies, or other events necessitate your absence from class, be sure to consult your peers for notes.
10. I reserve the right to change readings, assignments, and course content, but I will notify the class in a timely manner.

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 the undergraduate coordinator, Mónica Rodríguez de Cabaza at ethnicstudies@ucsd.edu.

Citations:

Unless otherwise instructed, in this class you are expected and required to cite your sources carefully using the Chicago-style of citation. You can find a style quick guide here:

https://www.chicagomanualofstyle.org/tools_citationguide.html

Plagiarism and Cheating

You will receive an automatic “F” for this class and be reported to the University should you choose to submit plagiarized work of any kind or cheat.

You are responsible for knowing the UCSD policy on academic dishonesty. For more information: <https://students.ucsd.edu/academics/academic-integrity/index.html>

Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

Special Accommodations and Needs: Students who require special accommodations should register with UCSD's Office for Students with Disabilities so that they can receive the appropriate assistance: <https://disabilities.ucsd.edu/students/registering.html>

Counseling and Psychological Services:

UCSD is committed to enhancing and caring for the psychological well-being of the entire campus community. The UCSD Counseling & Psychological Services Office is here for you. Please refer to this link for more information on services available and how to make an appointment: <https://wellness.ucsd.edu/caps/Pages/default.aspx>

Student disclosures of sexual violence

UCSD fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an UCSD student, the course instructor is required to notify administrators.

To disclose any such violence confidentially, contact: **Office for the Prevention of Harassment and Discrimination (OPHD)** – (858) 534-8298 or ophd.ucsd.edu

Class Schedule (Tentative):

Instructor reserves the right to alter/change the syllabus as needed. All changes will be made in a timely manner. Please check our Canvas site regularly for updates.

Week 1: Welcome! Course Introductions and Who, What, and Where is Asian America Now?

Tues. 1/7:

In-class welcome & introductions, syllabus, complete student information sheet

Thurs. 1/9:

In-class writing exercise: Who/What/Where is Asian American today?

Read:

- Daryl Maeda, Ch. 1, “Before Asian America,” from *Chains of Babylon* (Link on Canvas)
- “If We Called Ourselves Yellow”: Kat Chow for *Code Switch*, NPR (Link on Canvas)

Week 2: Third World Liberation

Tues. 1/14:

Read:

- Erika Lee, *The Making of Asian America* (TMAA), Ch. 13
- Cathy Schlund-Vials, ed., *Asian America: A Primary Source Reader*, pp. 256-274 (Canvas)

Thurs. 1/16:

- Remember to post to our discussion board: One song (title with artist) related to your personal history and 3-4 sentence explanation by 5pm on Wed. 1/15
- Remember to take Canvas Quiz #1 by 12:30pm today!

In class film and discussion: “A Song for Ourselves” (35 min)

Read:

- <http://www.folkways.si.edu/magazine-spring-2011-grain-sand-struggle-asians-america/protest-folk/music/article/smithsonian>
- Selections from Russel Jeung, ed, *Mountain Movers: Student Activism and the Emergence of Asian American Studies* (Canvas)

Week 3: More than Refugees: The Southeast Asian American Community Part I

Tues. 1/21:

Read:

- Erika Lee, *The Making of Asian America: A History*, Ch. 14 and Ch. 15

Thurs. 1/23:

Remember to take Canvas Quiz #2 by 12:30pm today!

Group Project: Form final project groups of 5 in class

Read:

- Yen Le Espiritu, “Militarized Refuge: A Critical Rereading of Vietnamese Flight to the United States,” (Link to ebook on Canvas)

Week 4: More than Refugees Part II

Midterm paper prompt posted today

Tues. 1/28:

Read:

- Scott McCloud, *Understanding Comics* reading, pgs TBA (Canvas)
- Thi Bui, *The Best We Could Do*, pgs. 1-130

Thurs. 1/30:

Group Project: Turn in your list of three critical issues facing the Asian American community today. For each topic, include a four-five sentence write-up of how you intend to connect each issue to historical moments and analytical concepts we have covered in class, as well as a list of your three outside sources (per topic).

Read:

- Thi Bui, *The Best We Could Do*, pgs. 131-end

Week 5: The Myths and Realities of Asian America: The Model Minority and the “Undocumented”

Tues. 2/4:

Read:

- Erika Lee, Ch. 16 and Ch. 17
- “The Woes of the Model Minority” (Canvas)

Thurs. 2/6:

Midterm Paper Due in class and posted to Canvas by 12:30pm today!

Remember to take Canvas Quiz #3 by 12:30pm today!

In class film and discussion: “Documented”

Read:

- https://www.huffpost.com/entry/southeast-asian-prison-deportation-pipeline_n_5a1dd48ee4b0569950233065
- <https://hyphenmagazine.com/magazine/issue-25-generation-spring-2012/dreams-deferred>
- <https://www.americanprogress.org/issues/immigration/news/2013/05/28/64474/why-immigration-is-an-asian-american-issue/>

Week 6: Legacies of Imperialism in the Pacific

Tues. 2/11:

Read:

- Hall, Lisa Kahaleole. "Which of These Things Is Not Like the Other: Hawaiians and Other Pacific Islanders Are Not Asian Americans, and All Pacific Islanders Are Not Hawaiian" *American Quarterly*, Volume 67, Number 3, September 2015, 727-747
- Candace Fujikane, "Introduction," *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai'i*

Thurs. 2/13:

Remember to take Canvas Quiz #4 by 12:30pm today!

Final Project: Annotated Bibliography Due

Read:

- Noelani Goodyear-Ka'ōpua, "Protectors of the Future, Not Protestors of the Past: Indigenous Pacific Activism and Mauna a Wākea," *South Atlantic Quarterly* 116:1 (Jan. 2017) (Link on Canvas)
- Greg Pōmaika'i Gushiken, A Mauna Love Letter to Disconnected Hawaiians
<https://medium.com/@gpomaikai/a-mauna-love-letter-to-disconnected-hawaiians-f68d25b9e47a>

Week 7: The Rise of an Asian American Consciousness

Tues. 2/18:

In class lecture and begin in class film: "American Revolutionary: The Evolution of Grace Lee Boggs"

Read:

- New York Times article on Grace Lee Boggs: <http://www.nytimes.com/2015/10/06/us/grace-lee-boggs-detroit-activist-dies-at-100.html> (Canvas)
- "Why Ferguson Should Matter to Asian Americans": <http://time.com/3606900/ferguson-asian-americans/> (Canvas)

Thurs. 2/20:

Remember to take Canvas Quiz #5 by 12:30pm today!

In class film continued "American Revolutionary: The Evolution of Grace Lee Boggs"

Read:

- Selected writings by Grace Lee Boggs

Week 8: Who/What/Where is Asian America?

Tues. 2/25:

Final Project: First Draft Due in class

In class film and discussion: *Off the Menu: Asian America*

Thurs. 2/27:

No class today. Use today's session for some self-care. Make sure to catch up with your readings and work on your group papers!

Week 9: In class works session and Final Presentations

Tues. 3/3:

In class final project work day (mandatory)

Thurs. 3/5:

Final Project Presentation Groups 1-3

Week 10: Final Presentations and Final Paper Due

Tues: 3/10:

Final Project Presentation Groups 4-6

Thurs: 3/12:

ALL GROUP PAPERS DUE TODAY IN CLASS AND UPLOADED TO OUR CANVAS SITE!

Final Project Presentation Groups 7-9