

Asian American History
HIST 293 • Fall 2016
University of Wisconsin-Stevens Point
Mondays, 5:00 to 7:30 pm, 303 CCC

Instructor:	Dr. Anju Reejsinghani	Office Hours:	Tuesdays, 12:30-3:30 p.m., or by appointment
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Course Description

This survey course provides a critical introduction to the national and transnational histories of Asian Americans in the United States. In exploring the Asian American experience, it examines their patterns of migration and settlement; reception by host communities; responses to legal and de facto discrimination; and emergence as powerful diaspora groups (and, particularly relevant this year, as political actors) in recent years. No prior background in history is required.

Topics include waves of Asian immigration to the Americas from the 16th through 21st centuries; U.S. colonialism, neocolonialism, and military intervention in Asia; domestic anti-Asian movements; Asian Americans' experiences during World War II and the Vietnam War; immigration restrictions and policies before and after the landmark year of 1965; Asian American community activism and pan-ethnic politics; post-9/11 treatment of South Asian and Muslim Americans; perspectives of mixed-race Asian Americans; affirmative action; and Asian American reactions to the 2016 election.

This course focuses upon those of Chinese, Japanese, Filipino, Korean, Asian Indian, Pakistani, Bangladeshi, Vietnamese, and Hmong descent, although other Asian-descended groups will be included whenever possible. It does not delve into the specific experiences of Pacific Islanders, Native Hawaiians, West Asians (e.g., Iranians), and Middle Easterners – although their experiences may be described in comparative terms. We rely on primary and secondary sources, including documentary film, and turn to Asian American voices whenever possible to tell their own stories.

Goals and Objectives

This course has several aims, including but not limited to the following:

- To explore the motives for, and trajectories by which, migrants from South, Southeast, and East Asia arrived in the Americas, especially the U.S., from the 19th century to the present;
- To examine the ways in which individual migrants were occupationally, culturally, racially, and socially defined in specific locations and at specific times by majority cultures, and how they resisted or negotiated those definitions;
- To analyze the intersections of Asian American and mainstream U.S. history, i.e., the ways that larger historical currents affected Asian migration, settlement, and community life and the impacts that Asian Americans had upon political, economic, social, and cultural developments in the U.S.; and

- To offer students practical training in modern historical practices, including how to form and develop arguments that marshal evidence from primary and secondary source material.

Grading

Grading in this course is based on the new plus/minus system. Your grade is determined by the following percentage breakdown:

Attendance/Participation	20%
Map Quiz of Asia	5%
2016 Election Project	15%
Three Short Papers	60% (20% each)

There are no grade curves in this class. Course grades are determined based on the above criteria and are determined according to the following point system:

92.5 points and above	A	72.5 to 76.4 points	C
89.5 to 92.4 points	A-	69.5 to 72.4 points	C-
86.5 to 89.4 points	B+	66.5 to 69.4 points	D+
82.5 to 86.4 points	B	59.5 to 66.4 points	D
79.5 to 82.4 points	B-	59.4 points and below	F
76.5 to 79.4 points	C+		

Required Texts

Texts for purchase (available at the UWSP University Store)

Erika Lee. *The Making of Asian America: A History*. New York: Simon & Schuster, 2015.

John Okada. *No-No Boy*. Foreword by Ruth Ozeki. Seattle: University of Washington Press, 2014.

Chia Youyee Vang. *Hmong America: Reconstructing Community in Diaspora*. Champaign: University of Illinois Press, 2010.

Textbook for rental (available at the UWSP University Store)

Lon Kurashige and Alice Yang Murray, eds. *Major Problems in Asian American History: Documents and Essays*. Boston: Houghton Mifflin, 2003. [**Hereafter abbreviated "MP."**]

Additional journalistic readings on contemporary Asian American issues will be assigned for our last class, December 12, and posted to D2L the week beforehand.

Films and TV Episodes (Screened in Class)

Most of the films below are available for free online. Links are included on the D2L site. Those not available through our course web site are marked with an asterisk.

Gold Mountain Dreams. 2003. Public Affairs Television. 90 minutes.

Picture Bride. 1994. Directed by Kayo Hatta. 94 minutes.*

Roots in the Sand. 1998. Directed by Jayasri Hart. 56 minutes. Excerpts.

The Great Pinoy Boxing Era. 1994. Directed by Corky Pasquil and Agrafino Edralin. 32 minutes. Excerpts.

Unfinished Business: The Japanese-American Internment Cases. 1986. Directed by Steven Okazaki. 58 minutes.*

First Person Plural. 2000. Directed by Deann Borshay Liem. 60 minutes.

A Village Called Versailles. 2009. Directed by S. Leo Chiang. 66 minutes.

Being Hmong Means Being Free. 2000. Wisconsin Public Television. 56 minutes.

Vincent Who? 2009. Directed by Curtis Chin and Tony Lam. 41 minutes.

Master of None. Season 1, Episode 2: "Parents." Directed by Aziz Ansari. 30 minutes.*

Course Requirements (Attendance/Participation, Map Quiz, and Papers)

Attendance/Participation. To earn a high attendance/participation grade, worth 20% of the course grade, you must have regular attendance and participate in scheduled class discussions. This includes signing the daily attendance sheet, being on time, and remaining for the duration of class. Should you need to leave early, please inform me ahead of time. I will upload lecture outlines to D2L/Content no later than 9 p.m. the night before class, so you are advised to consult those before each lecture. I will also display the outline at the start of each class, but you will need to print out your own copy if you wish to use it while taking notes.

Map Quiz. The map quiz (5% of the course grade), scheduled for September 26, seeks to instill in students a basic knowledge of Asian geography. A study map is posted on D2L, along with a list of possible questions. Students will match 10 geographical names (nations or bodies of water) to letters on a map. You will have 10 minutes to complete this quiz.

2016 Election Project. We are experiencing one of the most historic elections in our lifetimes, and it is one in which Asian Americans are playing an increasingly visible role. We will have a break from our usual in-person class meetings on Monday, October 31, so that you may use that time to do an individual project on Asian Americans and the election. Your report of 450-550 words (approximately 2 double-spaced pages) will be based on current coverage of those issues and is due on Friday, November 4. I will share results with the entire class on the following Monday, November 7 (the day before Election Day). A detailed prompt on this project, which comprises 15% of your course grade, will follow in mid-October.

Short Papers. Three short papers (each 1,000 to 1,250 words, or approximately 4 to 5 double-spaced pages) are assigned throughout the course. Each is worth 20% of your final grade;

collectively, they are worth 60% of your course grade. Each prompt consists of three questions; you will be asked to write an essay on the question of your choice. Each prompt will be posted to D2L and discussed in class two weeks before the paper deadlines.

Reading, Make-Ups, Extra Credit, and Accommodations

Reading. You are expected to finish each day's reading assignment before our class that day.

Make-Ups. Should there be significant reasons outside of your control (e.g., major personal or family issues, illness, bereavement for the loss of a family member) that prevent you from completing an assignment, please contact me immediately and we shall discuss your situation. I require documentation for absences prior to scheduling a make-up. Oversleeping, forgetting a scheduled quiz/exam/assignment deadline, vacation plans, or the loss of a pet are NOT acceptable excuses to obtain a make-up.

Extra Credit. Extra-credit opportunities bolster students' attendance/participation grades and are limited to three per student per semester. Each makes up for one-half of one unexcused absence; those with perfect attendance may earn attendance/participation grades in excess of 100 points (105 points maximum). As extra-credit opportunities arise, I will post them to D2L and announce them in class. These are specific to your attendance/participation grade and are not applicable to any other coursework in this class.

Accommodations. Students with learning and/or physical disabilities requiring special accommodations must provide appropriate documentation to UWSP Disability Services (609 Learning Resource Center, tel. (715) 346-3365, TTY (715) 346-3362, <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>) at the start of the semester. Disability Services staff will work directly with the instructor to provide suitable learning accommodations.

Policy on Electronic Devices and Copyright Notice

You are not permitted to use laptops, tablet computers, smart phones or other cellular phones, MP3 players, headphones, or any other electronic devices and accessories during our class meetings, whether for personal reasons or as an aid to your note taking. (Such devices may be brought to the classroom but must be stored among your personal items for the duration of the class period.)

As an enrolled student in this class, you may download and/or utilize the instructor's course materials for your own personal academic purposes outside of class time, although doing so does not in any way infringe upon the instructor's copyright protections. You are not permitted to video record, audio record, photograph, digitize, upload to another web site, or otherwise reproduce or distribute any images, data, and other course materials – including syllabus, lecture outlines, and handouts – produced by the instructor.

This electronic device and copyright policy will be strictly enforced. Students who violate this policy will be asked to leave class. Violators may also be subject to Academic Misconduct charges (see below). Exceptions may be made for students with prior written documentation of a disability from UWSP Disability Services and with the instructor's written consent.

Student Academic Misconduct

Plagiarism, cheating, and other forms of student academic misconduct will not be tolerated in this class. They are a mark of disrespect to your peers, your instructor, your university, and yourself. Students who violate University policy on this matter will be subject to disciplinary penalties, including (but not limited to) the possibility of failing this course. Please consult Chapter 14 of the Wisconsin Administrative Code, “Student Academic Standards and Disciplinary Procedures” (<http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf>), for more information on what types of activities are considered “academic misconduct” and what the disciplinary sanctions are for students who engage in them.

Use of Email for Official Correspondence to Students

Email is an official mode of university correspondence; you are therefore responsible for reading your email for university- and course-related information and announcements. You are responsible for keeping the university informed about changes to your email address. Please check your email regularly to stay current with course-related communications, some of which may be time-critical.

Syllabus

This syllabus is subject to change (though major change is unlikely). Should there be a modification of lecture topic, required film or reading, assignment deadline, or other item, I will strive to give you adequate notice.

Course Schedule

September 12 (Class 1): Introduction/General Themes

Class Work:

- We will go over the general themes for the class and discuss the syllabus and D2L site.

September 19 (Class 2): New World Sailors, Servants, Slaves, and Coolies

Readings:

- Erika Lee, *The Making of Asian America*, Introduction and Chapters 1-2 (pp. 1-56)

Class Work:

- Lecture 1: Asian Migration to the Americas: A Hemispheric Perspective
- Discussion of the reading
- Screening of the first half of *Gold Mountain Dreams*

September 26 (Class 3): 19th-Century Chinese Immigration to the U.S. West

Assignment:

- Asia Map Quiz (at the start of class)

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 3-4 (pp. 59-108)
- MP, Chapter 3:
 - Document 1, "Writer J.D. Borthwick..." (pp. 63-65)
 - Document 2, "Chinese Laborers Report..." (pp. 66-70)
- MP, Chapter 4:
 - Document 3, "Senator George Hoar..." (pp. 101-102)
 - Document 4, "Chinese Exclusion Act..." (pp. 102-106)

Class Work:

- Screening of the remainder of *Gold Mountain Dreams*
- Lecture 2: Early Chinese Immigration and the Anti-Chinese Movement
- Discussion of the film and readings

October 3 (Class 4): Turn of the 20th-Century Japanese and Korean Immigration

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 5-6 (pp. 109-150)
- MP, Chapter 4:
 - Document 7, “Asiatic Exclusion League...” (pp. 109-115)
 - Document 9, “Tokyo Government Protests...” (pp. 116-118)
- MP, Chapter 5:
 - Document 8, “Korean Congress Declares...” (pp. 155-159)

Class Work:

- Lecture 3: The New “Yellow Peril”: Japanese and Korean Immigrants
- Discussion of the readings
- Screening of the first half of *Picture Bride*

October 10 (Class 5): Immigrants, Nationals, or Subjects? Indians and Filipinos

Assignments:

- The Short Paper #1 prompt will be distributed and discussed in class

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 7-9 (pp. 151-207)
- MP, Chapter 4:
 - Mae M. Ngai, “The Immigration Act of 1924” (pp. 132-137)
- MP, Chapter 7:
 - Document 6, “*Time Magazine Reveals...*” (pp. 228-229)
 - Rhacel Salazar Parreñas, “Alliances Between White Working-Class Women and Filipino Immigrant Men” (pp. 241-247)

Class Work:

- Screening of the remainder of *Picture Bride* and discussion of the film
- Lecture 4: California Dreaming: Punjabi Mexicans and Pinoys before World War II
- Screening of excerpts from *Roots in the Sand* and *The Great Pinoy Boxing Era* and discussion of the film excerpts and readings

October 17 (Class 6): Japanese Americans before and after Pearl Harbor

Assignments:

- 2016 Election Project assignment guidelines will be distributed and discussed in class

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 10-11 (pp. 211-251)
- John Okada, *No-No Boy*, Foreword and Introduction (pp. vii-xxii)
- MP, Chapter 9:
 - Document 3, "Lieutenant General John L. DeWitt..." (pp. 293-295)
 - Document 4, "Japanese American Mike Masaoka..." (pp. 295-296)
 - Document 5, "Journalist James M. Omura..." (p. 297)
 - Document 6, "The Fair Play Committee..." (pp. 298-299)
 - Document 7, "Justice Frank Murphy..." (pp. 299-302)

Class Work:

- Lecture 5: Japanese and Japanese American Wartime Internment
- Discussion of the readings
- We will spend the last portion of class discussing methods for preventing plagiarism and citing your sources in your papers and reports

October 24 (Class 7): Loyalty, Accommodation, Protest? Nikkei Responses to Internment

Assignment:

- Short Paper #1 due in its relevant D2L dropbox by the start of today's class

Reading:

- John Okada, *No-No Boy*, Preface (pp. xxiii-xxvii) and Chapters 1-4 (pp. 3-93)

Class Work:

- Lecture 6: Japanese American Responses to Internment
- Screening of *Unfinished Business*
- Discussion of the film and reading

October 31 (Class 8): The 2016 Election

Assignment:

- **There is no in-person class meeting today.** Instead, you are expected to use our class time to work on your 2016 Election Project report. Your report is on a topic that is potentially relevant to Asian Americans during the 2016 election (whether presidential, U.S. senatorial or congressional, or Wisconsin or other state races). Students will need to upload their reports to the relevant D2L folder by the end of the day (11:59 p.m. CST) on Friday, November 4, so that I can read them over before next Monday's class.
- You are also asked to continue reading *No-No Boy*. We will discuss these chapters, as well as the chapters assigned for November 7, during our next class.

Readings:

- John Okada, *No-No Boy*, Chapters 5-7 (pp. 94-153)
- Election Project readings as determined by your chosen topic

November 7 (Class 9): The Aftermath of Internment

Assignment:

- The Short Paper #2 prompt will be distributed and discussed in class

Readings:

- John Okada, *No-No Boy*, Chapters 8-11 and Afterword (pp. 154-232)

Class Work:

- Lecture 7: The Redress Movement
- Discussion of the reading
- Discussion of students' 2016 Election Project reports

November 14 (Class 10): The Door Creaks Opens: Pathways to Postwar Immigration

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 12-13 (pp. 252-313)
- MP, Chapter 10:
 - Document 3, "Social Worker Bok-Lim C. Kim..." (pp. 326-327)

- Paul R. Spickard, “Marriages between American Men and Japanese Women after World War II” (pp. 341-345)
- Xiaojian Zhao, “The Immigration and Naturalization Service’s Campaign against Chinese Americans during the Cold War” (pp. 350-356)

Class Work:

- Lecture 8: The Changing Face of Asian Immigration, 1943-1970s
- Screening of *First Person Plural*
- Discussion of the film and readings

November 21 (Class 11): Southeast Asian Americans and the Vietnam War

Assignments:

- Short Paper #2 due in its relevant D2L dropbox by the start of today’s class

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 14-15 (pp. 314-356)
- Chia Youyee Vang, *Hmong America*, Introduction (pp. 1-16) and Chapter 2 (pp. 44-67)

Class Work:

- Lecture 9: War in Southeast Asia and the Creation of Southeast Asian Communities
- Screening of *A Village Called Versailles*
- Discussion of the film and readings

November 28 (Week 12): Hmong Traditions and Transitions

Readings:

- Chia Youyee Vang, *Hmong America*, Chapters 3-4 (pp. 68-121)

Class Work:

- Lecture 10: Change and Continuity among Hmong Americans
- Screening of *Being Hmong Means Being Free*
- Discussion of the film and reading

December 5 (Class 13): Model Minorities or Undesirable Aliens?

Assignments:

- The Short Paper #3 prompt will be distributed and discussed in class

Readings:

- Erika Lee, *The Making of Asian America*, Chapters 16-17 (pp. 357-389)
- MP, Chapter 11:
 - Edward J. Park, “The Los Angeles Civil Unrest Transforms Korean American Politics” (pp. 381-386)
- MP, Chapter 13:
 - Document 5, “A Government Report...” (pp. 427-430)
 - Yen Le Espiritu, “Panethnicity and Asian American Activism” (pp. 442-449)
- MP, Chapter 15:
 - Document 3, “Psychologist Maria P.P. Root...” (p. 501)
 - Document 4, “South Asians Unite against Bigotry...” (pp. 502-503)

Class Work:

- Lecture 11: Asian Americans and Panethnic Activism, 1980s-2000s
- Screening of *Vincent Who?*
- Discussion of the film and readings

December 12 (Class 14): Twenty-First Century Communities

Readings:

- Erika Lee, *The Making of Asian America*, Epilogue (pp. 391-402)
- Additional readings from current journalistic coverage of Asian Americans will be assigned for today’s class and will be posted to D2L by December 5

Class Work:

- Lecture 12: Asian Americans Today
- Screening of *Master of None*, Season 1, Episode 2
- Discussion of the episode and readings
- Student evaluations will be completed at the end of today’s class period

Short Paper #3 is due by 9:15 p.m. CST (the end of our final exam period) on Monday, December 19, 2016. Please see the Short Paper #3 prompt for submission information.