

# Chinese in the U.S.

*"To make a revolution, people must not only struggle against existing institutions. They must make a philosophical/spiritual leap and become more 'human' human beings. In order to change/transform the world, they must change/transform themselves." -Grace Lee Boggs*

## **Fall 2017**

Mon/Wed 9:35-10:50 Burk Hall 225

**Instructor:** Bianca Louie

Contact: [blouie3@sfsu.edu](mailto:blouie3@sfsu.edu)

Office Hours: Mon/Wed 11:30-12:30 or by appointment

Office: EP 420

## **Course Description**

This course provides an historical overview of the Chinese American experience from a critical perspective, from the beginning of immigration in the 19th century to the present. Specific emphasis will be placed on immigration, racialization, labor, class, family, gender, sexuality, law and policy, culture, and resistance. Through the framework of racial formation, the course delves into the historical narratives, struggles, and resilience of Chinese Americans as they relate to current socio-political contexts.

## **Course Objectives**

- Stimulate dialogue, curiosity, and critical understanding on the topic of Chinese American history.
- Develop critical thinking, writing, and presentation skills.
- Connect Chinese American history to current socio-political issues and students' identities and communities.

## **Required Texts:**

1. Iris Chang, *The Chinese in America* (Penguin, 2003).
2. Readings on iLearn.

## **Grading**

### **25% Participation**

- 5% ATTENDANCE is mandatory and tardiness is not permitted. Attendance will be taken at the beginning of each class. However, emergencies happen. If you cannot attend class for an emergency, you MUST contact me. Absences do not excuse late assignments.
- 10% PARTICIPATION is expected from each student. No passive participation – everyone is expected to verbally and creatively contribute during each class session!
  - Come to class prepared, having critically and closely read, watched, and listened to all course assignments.
  - 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
- Stay updated on course changes, announcements, and emails.
- 10% CLASS ACTIVITIES will consist of group projects, verbal presentations, debates, visual and performance art, and other elements to pursue multiple ways of learning.

**20% Ten Reading Questions on iLearn (2% each)**

- Develop a critical, thoughtful question related to the reading.
- **Post your question on iLearn by 12pm (noon) the day BEFORE the reading is due.**
- It is up to each student to keep track of the number of questions they have posted throughout the semester.

**25% Five Reading Reflections (5% each)** - minimum 300 words, typed, double-spaced, 12 point font (Times New Roman or similar font).

- Complete FIVE reading reflections throughout the semester. It is up to each student to keep track of the number of reflections they have submitted throughout the semester.
- All reading reflections responses must be cited. You may use MLA, APA, or Chicago Manual – just as long as you are consistent throughout your paper.
- Reflections must be turned in through turnitin.com on the class iLearn site **BEFORE** class meeting **AND** a hard copy should be brought to class for full credit.
- Reading reflections should address the following:
  - What is the author's main argument?
  - How does the author make her/his argument?
  - What kinds of sources and evidence does the author utilize?
  - What is the significance of this reading?
  - How does this reading relate to the current unit? Does it?
  - Are there relatable examples today?
  - What could be further discussed?

**30% Final: Group Video Project and Individual Paper**

- 15% GROUP VIDEO PROJECT: Students will work in groups to create a 5-7 minute video that thoroughly and accurately explains a topic from our course.
  - Intended audience: friends, family members, students who have not taken Asian American Studies.
  - Video depiction of the topic must be historically accurate, creatively executed, and easy to understand. Videos must address who/what/when/where/why of the topic, AND how the topic relates to life, politics, culture, and communities today.
  - Videos must be uploaded on class youtube channel. All videos will be played the last week of class.
  - Students will be assigned to working groups based on topic of interest.
- 15% INDIVIDUAL PAPER: Each student will write a paper (1250 words minimum) to expound upon the topic. Students may research and work in groups, but all papers must be written and

submitted individually. Utilizing readings from the course and additional research, students will answer the following questions:

- What was the problem?
- What socio-historical factors contributed to this problem?
- What were the effects of this problem? Who did/does the problem affect?
- How and why is this significant to our understanding of Chinese Americans in the United States?
- How does the topic relate to life, politics, culture, and communities today?
- What remaining questions do you have about the topic?

Topics:

Coolies / Gold Mountain	Chinese Exclusion Act
Transcontinental Railroad / Labor Strikes	Angel Island
Chinese Americans during Cold War	Model Minority Myth
Asian American Movement: Radical Chinese Women and Trans/Queer Politics	Asian American Movement: Vincent Chin
Asian American Movement: I-Hotel	Affirmative Action

**Policy on late work:** I will not accept late assignments.

### Extra Credit

Students may attend community events and write a 500-word reflection on the experience for extra credit. Throughout the semester, the professor will announce the community events that qualify for extra credit.

### 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, and you should 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.
2. **iLearn:** This course will make regular use of iLearn for course content, postings and announcements. It is your responsibility to make sure that your iLearn account is active. Be sure to check your SFSU email and our iLearn course site regularly.
3. **EMAIL:** You are welcome to email me at: [blouie3@sfsu.edu](mailto:blouie3@sfsu.edu) whenever you have a question or concern regarding the class materials. However, please allow a 24-hour window for a response.
4. **PLAGIARISM:** You are expected to abide by the University's policy on academic honesty, including the University's policy on plagiarism. When composing written assignments, do not

simply cut and paste materials from the internet, including (and especially) Wikipedia. Trying to pass off someone else's work as your own is the most severe form of plagiarism.

5. READINGS: Bring copies of all weekly assigned documents and readings to class.
6. NO PHONE USE in the classroom—this includes texting. If you have an emergency and expect to a call during class, let me know before class.
7. BE ON TIME: Be seated and prepared at the start of class. Try not to disturb class if you arrive late.
8. 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.
9. SFSU is committed to enhancing and caring for the psychological well being of the entire campus community. The Counseling and Psychological Services Center is here for you. Please refer to this link for more information on services available and how to make an appointment:  
<http://psyservs.sfsu.edu>
10. SFSU is committed to providing students with disabilities equal access to courses, programs, facilities, and activities. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu))
11. I reserve the right to change readings, assignments, and course content, but I will be sure to notify the class in a timely manner.

### **Plagiarism and Cheating**

You are expected and required to cite your sources carefully. Unless a certain citation method is specified, you may use MLA, APA, or CMS, as long as it is consistent throughout your assignment.

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

You are responsible for knowing the SFSU policy on academic dishonesty. It is defined here and can be found on the SFSU Office of Student Conduct webpage:

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.

CONSEQUENCES: 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.

**COURSE OUTLINE** (subject to change)

Date	Topics	Readings/Assignments due
Week 1 Wednesday 8/23	Introductions <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● Student intake forms <a href="https://goo.gl/forms/LJjcCVPRHwZh9IOh2">https://goo.gl/forms/LJjcCVPRHwZh9IOh2</a></li> <li>● Frameworks: critical thinking/pedagogy, relevance, ethnic studies at SFSU</li> <li>● Solidarity Groups</li> </ul>	
Week 2 Monday 8/28	3 I's of Oppression → Introduction to Racial Formation	Michael Omi and Howard Winant, "The Theory of Racial Formation," in <i>Racial Formation in the United States from the 1960s to the 1990s</i>
Wednesday 8/30	MEET IN LIBRARY ROOM 280 FOR CLASS  Relevance of Chinese American History  Chinese Americans in the Construction of Whiteness and Blackness	Chang, Jeff, "The In-Betweens: On Asian Americanness" in <i>We Gon' Be Alright</i>
Week 3 Monday 9/4	Labor Day	
Wednesday 9/6	Early Chinese Migration and Labor Exploitation	Lee, Erika, "Los Chinos in New Spain and Asians in Early America"  Lee, Erika, "Coolies" in <i>The Making of Asian</i>

		<i>America</i>
Week 4 Monday 9/11	Chinese Diaspora, Chinese History	Chang - Introduction and Ch. 1
Wednesday 9/13	Chinese Emigration	Chang - Ch. 2-4  Yung, et al, "Letter by a Chinese Girl," "Reminiscences of a Pioneer Student" in <i>Chinese American Voices</i>
Week 5 Monday 9/18	Transcontinental Railroad  Settling in California	Chang - Ch. 5-6  Yung, et al, "Reminiscences of an old Chinese Railroad Worker" in <i>Chinese American Voices</i>
Wednesday 9/20	Settling across America and the Politics of Race	Chang - Ch. 7  Kuo, Rachel, "Why Racial Justice Work Needs to Address Settler Colonialism and Native Rights." <a href="http://everydayfeminism.com/2015/08/racial-justice-native-rights/">http://everydayfeminism.com/2015/08/racial-justice-native-rights/</a>
Week 6 Monday 9/25	<i>Class Cancelled</i> Anti-Chinese Movement	Chang - Ch. 8  Odo, "Memorial on Chinatown, Investigating Committee of the Anti-Chinese Council, Workingmen's Party of California, March 10, 1880" in <i>The Columbia Documentary History of the Asian American Experience</i>
Wednesday 9/27	Anti-Chinese Movement	*Communicate with your group to find a time to meet with me before November!
Week 7 Monday 10/2	Guest Speaker: Grant Din Angel Island and US Immigration Control	Chang - Ch. 9
Wednesday 10/4	Chinese American women during exclusion	Lee, Erika, "Exclusion Acts: Chinese Women during the Chinese Exclusion Era, 1882-1943" in <i>Asian/Pacific Islander American Women: A Historical Anthology</i>  Gee, Jennifer, "Housewives, Men's Villages, and Sexual Respectability: Gender and the Interrogation of Asian Women at the Angel

		<p>Island Immigration Station” in <i>Asian/Pacific Islander American Women: A Historical Anthology</i></p> <p>Yung, Judy, “A Bowlful of Tears: Lee Puey You’s Immigration Experience at Angel Island” in <i>Asian/Pacific Islander American Women: A Historical Anthology</i></p>
Week 8 Monday 10/9	Survival, Struggle, Family, and a New Generation	Chang - Ch. 10-11
Wednesday 10/11	Chinese Americans during the Great Depression	Chang - Ch. 12
Week 9 Monday 10/16	World War II and Shifting Images of Chinese Americans	<p>Chang - Ch. 13 (pg. 215-227)</p> <p>Odo, Life Magazine “How to Tell Japs from the Chinese” (Dec. 22, 1941) in <i>The Columbia Documentary History of the Asian American Experience</i></p>
Wednesday 10/18	World War II and Shifting Images of Chinese Americans (cont.)	<p>Chang - Ch. 13 (pg. 227-235)</p> <p>Wong, Scott K., “From Pariah to Paragon: Shifting Images of Chinese Americans during World War II” in <i>Chinese Americans and the Politics of Race and Culture</i></p>
Week 10 Monday 10/23	Chinese Americans during the Cold War	Ngai, Mai, “The Cold War Chinese Immigration Crisis and the Confession Cases” in <i>Impossible Subjects</i>
Wednesday 10/25	Chinese Immigration and shifting identities in the 1960s	Chang - Ch. 15-16 (excerpts)
Week 11 Monday 10/30	Chinese Americans in the 1960s: Immigration Reform and Civil Rights	<p>Chin, Goden. Ch. 1-3 in <i>Building Community, Chinatown Style</i></p> <p>History of I Wor Kuen (pg. 1-13)</p> <p>I Wor Kuen 11-point platform</p> <p>Red Guard Party Program and Rules</p>
Wednesday 11/1	Chinese American Activism in San Francisco	Chin, Gordon. Ch. 4-6 in <i>Building Community, Chinatown Style</i>

Week 12 Monday 11/6	Chinese American Activism and Ethnic Studies	<p>Yung, et al, “Major Education Problems Facing the Chinese Community,” “Asian American Women and Revolution” in <i>Chinese American Voices</i></p> <p>Karen Umemoto, “On Strike! San Francisco State College Strike, 1968-9: The Role of Asian American Studies Students.”</p> <p>Ordon, Trinity A., “Asian Lesbians in San Francisco: Struggles to Create a Safe Space, 1970s-1980s” in <i>Asian/Pacific Islander American Women: A Historical Anthology</i></p>
Wednesday 11/8	“Who Killed Vincent Chin?”	TBA
Week 13 Monday 11/13	“Who Killed Vincent Chin?”	TBA
Wednesday 11/15	Racial Triangulation: Model Minority Myth, White Supremacy, and Anti-Blackness	Excerpts: Wu, Frank, “The Model Minority: Asian American “Success” as a Race Relations Failure” in <i>Yellow: Race in America Beyond Black and White</i>
Monday 11/20	No class	
Wednesday 11/23	No class	
Week 14 Monday 11/27	Racial Triangulation: Model Minority Myth, White Supremacy, and Anti-Blackness	<p>Jung, The Racial Justice Movement Needs a Model Minority Mutiny <a href="https://www.racefiles.com/2014/10/13/model-minority-mutiny/">https://www.racefiles.com/2014/10/13/model-minority-mutiny/</a></p> <p>Pan, Beyond the Model Minority Myth <a href="https://www.jacobinmag.com/2015/07/chua-hangelab-nakagawa-model-minority/">https://www.jacobinmag.com/2015/07/chua-hangelab-nakagawa-model-minority/</a></p> <p>Asians 4 Black Lives Statement on Peter Liang</p> <p>'Model Minority' Myth Again Used As A Racial Wedge Between Asians And Blacks <a href="http://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-b">http://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-b</a></p>

		<a href="#">links</a>
Wednesday 11/29	Chinese Americans, Affirmative Action, Data Disaggregation	<p>Excerpts: Wu, Frank, “Neither Black Nor White: Affirmative Action and Asian Americans” in <i>Yellow: Race in America Beyond Black and White</i></p> <p>Fuchs, Chris, “California Data Disaggregation Bill Sparks Debate Among Asian Americans Community.” Video and article:  <a href="http://www.nbcnews.com/news/asian-america/california-data-disaggregation-bill-sparks-debate-asian-american-community-n638286">http://www.nbcnews.com/news/asian-america/california-data-disaggregation-bill-sparks-debate-asian-american-community-n638286</a></p> <p>Wang, Frances, “California Advocates Push ‘AHEAD’ with Data Disaggregation Bill.”  <a href="http://www.nbcnews.com/news/asian-america/california-advocates-push-ahead-data-disaggregation-bill-n556221">http://www.nbcnews.com/news/asian-america/california-advocates-push-ahead-data-disaggregation-bill-n556221</a></p> <p>Runes, Charmaine. “‘Invisibility is an Unnatural Disaster’: Why Funding the 2020 Census Matters for Pacific Islanders.”  <a href="http://www.urban.org/urban-wire/invisibility-unnatural-disaster-why-funding-2020-census-matters-pacific-islanders">http://www.urban.org/urban-wire/invisibility-unnatural-disaster-why-funding-2020-census-matters-pacific-islanders</a></p> <p>“Affirmative Action Fact Sheet” in Asian Americans Racial Justice Toolkit (pg. 286-294)</p>
Week 15 Monday 12/4	Chinese Americans in the 1990s - Who is “Chinese America” today?	Excerpts: Chang - Ch. 18 and 19
Wednesday 12/6	Final presentations - work day	
Week 16 Monday 12/11	Final presentations	

**Addendum:** This course fulfills the following student learning outcomes for American Ethnic and Racial Minorities (AERM), Global Perspectives (GP), and Social Justice (SJ).

### **Student Learning Outcomes for Social Sciences**

- Apply the methods of inquiry and analysis characteristic of one or more of the behavioral and social science disciplines to the study of human behavior, institutions, or socio-economic systems as related to the appropriate economic, ethnic, geographic, historical, political, social, or cultural contexts;
- Articulate how theories and practices in one or more of the behavioral and social science disciplines come to be accepted, contested, changed, or abandoned by the scholarly community;
- Evaluate the quality of behavioral and social scientific information and claims on the basis of their sources and the methods used to generate that information;
- Construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered;
- Analyze economic, political, social, or cultural issues as well as ethical dilemmas and choices that arise out of behavioral or social scientific research, discoveries, and applications;
- Analyze issues of equity and discrimination related to human behavior or to economic, political, social, or cultural institutions or systems, in the present or in the past, and, as appropriate, apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

### **Student Learning Outcomes for American Ethnic and Racial Minorities (AERM)**

- Identify the historical, political, and/or cultural and aesthetic experiences and actions of one or more US ethnic/racial minority groups;
- Identify the value systems and/or styles of creative expression of one or more ethnic/racial minority groups of the United States;
- Develop social and cultural participation skills, decision-making abilities, and political awareness in order to be citizens of an ethnically and racially diverse nation;
- Develop the understandings and behavioral competencies necessary for effective interpersonal and interethnic group interactions such as the following:
  - Recognizing the dynamics of racial hierarchies and power relations,
  - Recognizing the dynamics of interpersonal interactions,
  - Recognizing the problems of ethnic and racial minority stereotypes, and
  - Recognizing the diversity of attitudes and values which are projected in verbal and nonverbal behavior.

### **Student Learning Outcomes for Global Perspectives (GP)**

- Recognize that one's view of the world is not universally shared and that others may have profoundly different perceptions;

- Analyze similarities and differences among human experiences and perspectives in different parts of the world and draw conclusions about the significance and consequences of these similarities and differences;
- Understand how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives;
- Describe factors that contribute or threaten the well-being of individuals and/or communities in several areas of the world, or factors that did so in the past.

**Student Learning Outcomes for Social Justice (SJ)**

- Analyze, articulate, and apply principles of social justice in addressing social constructions of identity, hierarchy, power, and privilege;
- Identify ways in which they can contribute to social justice within local communities, nations, or the world.