

ASIAN AMERICAN EXPERIENCE SINCE 1820

“So, transform yourself first... Because you are young and have dreams and want to do something meaningful, that in itself makes you our future and our hope. Keep expanding your horizon, decolonize your mind, and cross borders.” —Yuri Kochiyama

Fall 2017

Tu/Th 12:40-1:55pm

CCSF Ocean Campus - MUB 288

Instructor: Bianca Louie

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Office Hours: By Appointment

Office: Batmale Hall 378

Course Description

Examination of United States history and government through the experience of immigrant groups from China, Japan, Korea, the Philippines, and India. Topics include immigration experiences, economic opportunities, culture, family, community, political and social history. Local field trip may be required.

Course Objectives

Upon completion of this course, a student will be able to:

- A. Describe the history of United States government policies which impacted immigrant communities from China, Japan, Korea, the Philippines, and India; examining the importance of inclusion and participation in civic duties and responsibilities based on historical and political precedent.
- B. Summarize the diverse histories of the Chinese American, Japanese American, Filipino American, Korean American and Indian American communities, including immigration patterns, economic opportunities, political situations, cultural traditions, community issues and social conditions.
- C. Critically evaluate the ways Asians Americans act and ways others have acted in response to their experience in the United States including conditioning, culture, and subgroups within the Asian American Community, by applying the theories and methodologies of social and behavioral science inquiry used in Asian American Studies.
- D. Analyze the similarities and differences between individual Asian American communities; and investigate the intersections of race, class, ethnicity, gender, sexuality, sexual orientation within the Asian American experience in the United States.
- E. Exhibit an aesthetic understanding of the ways in which Asian Americans have created fine and performing arts, linguistic expression, philosophical reasoning, analytical or creative writing.

Accommodations

If you need classroom or testing accommodations because of a disability, have emergency medical information to share with me, or need special arrangements in case the building needs to be evacuated, please make an office appointment with me today. Students seeking disability related accommodations are also encouraged to register with Disabled Students Programs and Services located in Room 323 of the

Rosenberg Library (415) 452-5481. If you have a repetitive stress injury in your hands/arm/shoulder, please see me.

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 AND NON-DISCRIMINATION:** 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.
 - a. All programs and activities offered by CCSF shall be performed in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, sexual orientation, gender identification, disability or veteran status.
 - b. We all have responsibilities at CCSF. All students must enjoy the right to pursue an education in a safe environment. People have the right to determine their own identity, and the name they choose to be called. People who are transgender and gender variant are recognized in California under the law. It is our job to keep our learning environment safe for ourselves and others.
2. **CELL PHONES:** Please turn off all electronic devices. Please complete all phone conversations and text messaging before class. Internet browsing in class is not permitted. Please respect your classmates and the learning environment.
3. **EMAIL:** You are welcome to email me at: whenever you have a question or concern regarding the class materials. However, please allow a 24-hour window for a response.
4. **BE ON TIME: ATTENDANCE** is mandatory and **TARDINESS** is not permitted. Be seated and prepared at the start of class. Try not to disturb class if you arrive late.
 - a. 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.
 - b. Absences do not excuse late assignments.
 - c. Arriving late or leaving early counts as a partial absence.
5. **READINGS:** Bring copies of all weekly assigned documents and readings to class.
6. 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.
7. 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

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.

Required Texts and Reading Expectations

- Ronald Takaki, *Strangers from a Different Shore*, Little Brown and Company (1998)
- Additional reading materials will be distributed throughout the course.

Grading

25% Participation

- 15% 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 (2% each)

- Develop a critical, thoughtful question related to the reading.

- **Post your question to the class canvas by 12pm (noon) the day BEFORE the reading is due.** (Readings will be posted under “Discussions” on the class canvas by date. Post your reading question as a comment under the designated date.)
- It is up to each student to keep track of the number of questions they have posted throughout the semester.

RUBRIC:

1% Submission

1% Understanding of Reading

Total: 2% per question

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 emailed to the professor 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?

RUBRIC:

1% Submission

2% Summary of Reading

2% Analysis of Reading

30% Final: Creative Project, Paper, and Presentation

- 10% CREATIVE PROJECT: Students utilize a creative outlet to illustrate a topic covered in the class.
- 10% PAPER: Students write a paper (1250 words minimum) to expound upon the topic and creative project. Utilizing readings concepts from the course and additional research, students will use this paper to answer the following questions:
 - Part 1 of paper:
 - 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 topic significant to Asian American history?

- Part 2 of paper:
 - Why did you choose your creative medium? How does your creative project represent the problem?
 - How does the problem relate to you and your community today? Are there relatable examples today?
 - What remaining questions do you have on the problem?
- 10% PRESENTATION: Students will present and discuss their project in a 5-minute in-class presentation.
- Examples of creative mediums: poetry, music, painting/drawing, photography, graphic novel, screenplay, film storyboard, podcast, etc.

A more detailed description of the final will be given before it is due.

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

Extra Credit

Students can attend designated 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.

COURSE OUTLINE (schedule subject to change)

Date	Topics	Readings and Assignments due
Tuesday 8/22/17	Intro to the class <ul style="list-style-type: none"> ● Syllabus ● Class culture ● Class policies 	
Thursday 8/24/17	Karga presentations	Karga presentations
Tuesday 8/29/17	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> (pg 105-132)
Thursday 8/31/17	What qualifies as "history"? Who qualifies as "American"? What/who/where is "Asian American"?	Takaki ch. 1 Jeff Chang, "The In-Betweens: On Asian Americanness" in <i>We Gon' Be Alright</i> (pg 137-141)
Tuesday 9/5/17	1st Wave of Asian Immigration Guest speaker Lenora Lee	Takaki ch. 3 (pg. 79-112), ch. 6 (pg. 231-239)

Thursday 9/7/17	Chinese early communities	Takaki ch. 3 (pg. 112-131) Erika Lee, "Exclusion Acts: Chinese Women during the Chinese Exclusion Era, 1882-1943" in <i>Asian/Pacific Islander American Women: A Historical Anthology</i>
Tuesday 9/12/17	Colonizing the Pacific, Labor, Immigration, workers' resistance Introduce midterm	Takaki ch. 4 (pg. 132-139, 142-155)
Thursday 9/14/17	Colonizing the Pacific, Labor, Immigration, Workers' Resistance, Settler Colonialism Film: The Overthrow of Queen Lili'uokalani	Takaki ch. 4 (pg. 160-171) Kuo, Rachel, "Why Racial Justice Work Needs to Address Settler Colonialism and Native Rights." http://everydayfeminism.com/2015/08/racial-justice-native-rights/
Tuesday 9/19/17	U.S. Imperialism and Filipino identities Film: Little Manila: Filipinos in California's Heartland	Ngai ch. 3 (pg. 96-109) Podcast: Grapes Of Wrath: The Forgotten Filipinos Who Led A Farmworker Revolution http://www.npr.org/sections/thesalt/2015/09/16/440861458/grapes-of-wrath-the-forgotten-filipinos-who-led-a-farmworker-revolution
Thursday 9/21/17	U.S. Imperialism and Filipino identities Guest Speaker Jeanelle Abiola	Ngai ch. 3 (pg. 109-126) Ong, "4 ways colonialism affects the everyday lives of Filipino Americans" http://everydayfeminism.com/2016/06/colonialism-filipino-americans/
Tuesday 9/26/17	Japanese early communities	Takaki ch. 5 (pg. 179-192, 197-212)
Thursday 9/28/17	Japanese early communities	Takaki ch. 5 (pg. 212-229) Valerie J. Matsumoto, "Japanese American Girls' Clubs in Los Angeles during the 1920s and 1930s" in <i>Asian/Pacific Islander American Women: A Historical Anthology</i>
Tuesday 10/3/17	Struggling Against Colonialism: Korean early	Erika Lee, "We Must Struggle in Exile: Korean Immigrants" in <i>The Making of Asian America</i>

	communities	
Thursday 10/5/17	Struggling Against Colonialism: Korean early communities	<p>Lili M. Kim, “Redefining the Boundaries of Traditional Gender Roles: Korean Picture Brides, Pioneer Korean Immigrant Women, and Their Benevolent Nationalism in Hawai’i” in <i>Asian/Pacific Islander American Women: A Historical Anthology</i></p> <p>Podcast: Not All South Koreans Satisfied With Japan's Apology To 'Comfort Women' http://www.npr.org/sections/parallels/2017/05/30/529671510/not-all-south-koreans-satisfied-with-japans-apology-to-comfort-women</p>
Tuesday 10/10/17	South Asian early communities	Takaki ch. 8
Thursday 10/12/17	South Asian radical politics	<p>Anirvan Chatterjee, The Desi stories we should be telling - from Berkeley to Oak Creek http://theaerogram.com/desi-stories-telling-berkeley-oak-creek/</p> <p>Dan Kopf, A century of Indian-American radicalism explodes the myth of the docile “model minority” https://qz.com/953720/a-century-of-indian-american-radicalism-explodes-the-myth-of-the-docile-model-minority/</p> <p>Berkeley South Asian History Archive (read at least 3 sections) http://archive.berkeleysouthasian.org/</p>
Tuesday 10/17/17	The watershed of WW2, Japanese Incarceration	Takaki ch. 10 (pg. 357-378)
Thursday 10/19/17	In-class film: “Of Civil Rights and Wrongs: The Fred Korematsu Story” (60 min)	Takaki ch. 10 (pg. 378-405)
Tuesday 10/24/17	<p>Film Discussion</p> <p>US Citizenship in wartime: Japanese incarceration, 9/11, Muslim registry</p>	<p>Frances Kai-Hwa Wang, “Muslim Americans Read ‘Letters from Camp’ to WWII-Incarcerated Japanese Americans” http://www.nbcnews.com/news/asian-america/muslim-americans-read-letters-camp-formerly-incarcerated-japanese-americans-n578961</p> <p>Muslims and Islam: Factsheet</p>
Thursday	1965 Immigration Act, 2nd	Takaki ch. 11 (pg. 406-448)

10/26/17	Wave of Asian Immigration	
Tuesday 10/31/17	U.S. Imperialism, Vietnamese refugee experience	Takaki ch. 11 (pg 448-459) Linda Trinh Vo, "Managing Survival: Economic Realities for Vietnamese American Women"
Thursday 11/2/17	US Imperialism; Cambodian, Laotian, and Hmong refugee experiences	Takaki ch. 11 (pg. 460-471) Sucheng Chan, "Scarred, yet Undefeated: Hmong and Cambodian Women and Girls in the U.S."
Tuesday 11/7/17	Asian American Movement	Erika Lee, "Making a New Asian America Through Immigration and Activism" in <i>The Making of Asian America</i> (pg. 300-313) Karen Umemoto, "On Strike! San Francisco State College Strike, 1968-9: The Role of Asian American Studies Students."
Thursday 11/9/17	Asian American Movement: Centering Women and Queer/Trans Politics	Trinity A. Ordonez, "Asian Lesbians in San Francisco: Struggles to Create a Safe Space, 1970s-1980s" Yuri Kochiyama, "The Impact of Malcolm X on Asian American Politics and Activism." http://www.dartmouth.edu/~hist32/Hist33/Impact%20of%20Malcolm%20X.PDF Grace Lee Boggs, "Seven Great Ideas for Movement Builders" http://www.yesmagazine.org/issues/what-makes-a-great-place/seven-great-ideas-for-movement-builders
Tuesday 11/14/17	Chinatown Organizing and I-hotel	Chin, Gordon. Ch. 1-3 in <i>Building Community, Chinatown Style</i> .
Thursday 11/16/17	Chinatown Organizing and I-hotel (continued)	Chin, Gordon. Ch. 4-6 in <i>Building Community, Chinatown Style</i> History of I Wor Kuen (pg. 1-13), I Wor Kuen 11-point platform, Red Guard Party Program and Rules
Tuesday 11/21/17	In-class film TBA	
Thursday	THANKSGIVING HOLIDAY	

11/23/17	- NO CLASS	
Tuesday 11/28/17	Model Minority Myth, White Supremacy, and Anti-Blackness	Takaki ch. 12 (pg. 474-491) Watch: <i>Who Killed Vincent Chin?</i> https://vid.me/SzO/who-killed-vincent-chin-1987
Thursday 11/30/17	Model Minority Myth, White Supremacy, and Anti-Blackness	Jung, The Racial Justice Movement Needs a Model Minority Mutiny https://www.racefiles.com/2014/10/13/model-minority-mutiny/ Pan, Beyond the Model Minority Myth https://www.jacobinmag.com/2015/07/chua-changelab-nakagawa-model-minority/ Asians 4 Black Lives Statement on Peter Liang 'Model Minority' Myth Again Used As A Racial Wedge Between Asians And Blacks http://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks Asian Americans Racial Justice Toolkit (pg. 314-319) Podcast: Code Switch: A Letter From Young Asian-Americans To Their Families About Black Lives Matter http://www.npr.org/sections/codeswitch/2016/07/27/487375314/a-letter-from-young-asian-americans-to-their-families-about-black-lives-matter
Tuesday 12/5/17	Contemporary Asian American issues and organizing	Fuchs, Chris, "California Data Disaggregation Bill Sparks Debate Among Asian Americans Community." Video and article: http://www.nbcnews.com/news/asian-america/california-data-disaggregation-bill-sparks-debate-asian-american-community-n638286 Wang, Frances, "California Advocates Push 'AHEAD' with Data Disaggregation Bill." http://www.nbcnews.com/news/asian-america/california-advocates-push-ahead-data-disaggregation-bill-n556221

		<p>Runes, Charmaine. “Invisibility is an Unnatural Disaster”: Why Funding the 2020 Census Matters for Pacific Islanders.”</p> <p>http://www.urban.org/urban-wire/invisibility-unnatural-disaster-why-funding-2020-census-matters-pacific-islanders</p> <p>“Affirmative Action Fact Sheet” in Asian Americans Racial Justice Toolkit (pg. 286-294)</p>
Thursday 12/7/17	<p>Asian American queer identities</p> <p>Guest Speaker - APIENC</p>	<p>Asian Americans Racial Justice Toolkit (pg. 302-307)</p> <p>Additional reading TBA</p>
Tuesday 12/12/17	Final presentations	
Thursday 12/15/17	Final presentations	
Tuesday 12/19/17	Final presentations	