Introduction to Asian Pacific American Studies

CES 111.1 [HUM]  
Instructor: Rory Ong  
Spring 2017  
Time: TTH: 10:35-11:50  
Place: Bryan 404  
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Office Hours: TTH; 12-1:30 pm or by appointment

Objectives:
This course is an introduction to the main area of study, analysis, and critique within the field of Asian Pacific American Studies. The course will examine the scholarly and creative work concerning the intersecting histories and the social, economic, political contexts and conditions of Asian Pacific Americans in the U.S., as well as Asian diasporic communities across the Americas and the Pacific. One focus of the course will be to explore the historical, social, political, and cultural im/migration of various Asian populations across the Pacific, North and South America, and the Caribbean in relation to western colonial and imperial agendas. Another element will be to investigate the socio-political and economic conditions that pushed and/or pulled Asian migrants from across the globe as they were displaced by economic and social upheaval, as well as by the demands of global capital and labor markets. Finally, the course will also address the history of Asian exclusion, marginalization, and racialization in the U.S., and the ways their resistance and cultural transformation produced complex multi/ethnic, transcultural, and diasporic narratives affiliated with contemporary Asian Pacific America.

Learning Outcomes:
• Students will learn and understand the historical contexts and conditions that occasioned transpacific and transcontinental Asian im/migration to, and their social location within, the U.S.
• Students will familiarize themselves with the intertwined histories and social contexts associated with the displacement and relocation experienced by Asian transnational and transcultural communities across the Pacific and Americas.
• Students will engage with critical analyses that will enable them to become literate and conversant in the shifting social and cultural forms and everyday practices of the Asian diaspora.
• Students will analyze and critique the dominant relations of power that engendered the transnational and transcultural crossings of the Asian diaspora, and which produce complex and entangled social and cultural identities.
• Students will critically comprehend Asian American diasporic and transnational narratives, which will enable them to recognize not only the displacement but also the rearticulation of diasporic Asian America identities, cultures, and cultural practices as forms of empowerment.

Required Texts:
The Making of Asian America: A History. Erica Lee  
Supplementary Readings. Available on Blackboard.

Information Literacy:
Throughout the course students will be introduced to historical, social, and political research, various search engines, and popular sites of information that will assist them in accessing the necessary academic, as well as popular media, accounts, reports, and practices of Asian America, Asian diaspora, transnationalism, immigration, citizenship, national identity and globalization.

Course Requirements:  
Critical Engagement (Participation)

Critical engagement comprises your participation in class discussion by having read and understood the readings in preparation for any given class period, your in-class engagement with specific assignments, ideas, and concepts brought up regarding the readings, your willingness to highlight key ideas, and to engage with your peers’ responses, or engage with specific points that your peers brought up during class discussion. Critical Engagement will count toward 10% of the total grade.

Quizzes
Students will be asked to respond to weekly quiz questions concerning the readings and/or other class material. These will assist in your comprehension of the lectures/reading. All quizzes will be multiple
choice questions based on the lectures and readings. While all quizzes will be possible material for the exams, they will only comprise a portion of the total exam questions. Quizzes are worth 15% of the total grade.

**Directed Reading Responses**
Students will write short 1-2 page weekly take-home essay responses over the assigned course readings. These will be a combination of instructor prompts and student driven responses. These responses will be used to assess your comprehension and engagement with the readings. The responses will count toward 15% of your grade.

**Academic Article Summary**
You are also required to write one (1) academic article review, 3-4 pages long, typed and double-spaced. The review should provide a summary of the article and discuss 3-4 significant key points that relate to any of the contexts, issues, or narratives we’ve studied in Asian Pacific American Literature. The review must thoughtfully engage and discuss the article by explaining some of the major points of analysis. The review will count as 15% of the total grade.

**Midterm Exam**
Students will have a midterm exam that will be comprised of several questions based on the readings up to midterm. Students will answer each question in 2-3 page typed and double-spaced responses. The midterm exam will count as 20% of the total grade.

**Final Exam**
Students will have a take-home final exam that will be comprised of several questions based on the readings from midterm to the end of the semester. Students will answer each question in 2-3 paged, typed and double-spaced responses. The final essay exam will count toward 25% of the total grade.

**Policies:**  
Grading

Grades will be averaged in the following proportions:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Critical Engagement</td>
<td>10%</td>
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<td>Quizzes</td>
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<td>Reading Responses</td>
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<td>Academic Article Summary</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
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<td>Final Exam</td>
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**Grading Scale**

- **100-98=A+**  
  Suggests that a student’s work is outstanding to excellent; The student’s work reflects an engaged comprehension of the content and focus of engagement with the course. Always well written and articulated.

- **97-93=A**  
  Suggests the student’s work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn’t go an extra step in critical analysis. Mostly well written and articulated.

- **92-90=A-**  
  Suggests the student’s work is adequate; it reflects a fair, but essentially disengaged grasp of the material and doesn’t go very far in comprehension, or reflects a lack of understanding of the issues presented in the material. Unclearly written or articulated. There may be some attendance problems.

- **89-87=B+**  
  Suggests the student’s work shows some, but little effort, and does not comprehend the material, is disengaged, or reveals a lack of reading,
Attendance
Attendance is required. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. Only institutional excuses will be accepted. If you have more than two (2) unexcused absences, your final grade will be lowered one percentage point for every absence thereafter.

Extra Credit
There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor. Extra Credit assignments must relate to the course content of CES 300. Extra Credit should be in the form of a short 1-2 page typed and double-spaced review of the event, lecture, or film attended. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. Students are allowed only 2 Extra Credit assignments. Each Extra Credit will count 2.5 pts toward the student’s overall final grade (for a total of 5 extra credit points).

Disability Accommodations
The Department of Critical Culture, Gender, and Race Studies supports members of our community who request disability accommodations. Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Academic Integrity
Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited as per the 2013-14 Student Handbook [WAC 504-26-202 <http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-202>]. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else’s work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of F for the assignment in question, or a grade of “F” for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette
Out of respect for your classmates and the instructor, all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or for text messaging are also prohibited in class. Unless you have a documented disability, no earphones are allowed in class. Use of computers, pads, or e-notebooks of any kind are permitted only by approval of the instructor. Any use of these items during class will automatically result in a loss of points from the student’s final grade.

Campus Safety Plan Emergency Information
For campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites: Campus Safety Plan http://safetyplan.wsu.edu; Emergency Management website http://oem.wsu.edu/emergencies; WSU Alert site http://alert.wsu.edu

Syllabus:

Asian Americans and the Dilemma of Race


Thursday, January 12: Documentary cont’d: Race the Power of an Illusion: The Difference Between Us. Discussion.

Tuesday, January 17: Documentary: Race the Power of an Illusion: The House We Live In. Discussion.
Thursday, January 19: Discuss “Introduction” in *The Making of Asian America (MASA)* by Erika Lee and “Introduction” by Robert Chang from *Disoriented: Asian Americans, Law and the Nation-State* (*Supplementary Readings*).

**A History of Asian Migration: 1800-1920**

Tuesday, January 24: Discuss Chpt 1 “Los Chinos in New Spain and Asians in the Early Americas” pp. 15-33 in MASA. **Key discussion points:** Western exploration, expansion into, and conquest of, the Americas; trade routes developed from Spain to Asian; rise of the Manila galleons; the China highway; transport of raw goods and human cargo; the transpacific slave trade in Manila; Asian migration to New Spain; Mirrah-Catarina de San Juan; Asia, Europe, and the U.S.

Thursday, January 26: Discuss Chpt 2 “Coolies” pp. 34-56 in MASA. **Key discussion points:** the transnational roots of Asian indentured labor; coolie labor as replacement for African slave labor; East Indian Company vs Dutch East Indies Company; South Asian indentured labor system; conditions for indentured laborers; European influence in China; Opium Wars; Chinese coolies (the yellow trade).

Tuesday, January 31: Discuss Chpt 3 “Chinese Immigrants in Search of Gold Mountain” pp: 59-88 in MASA. **Key discussion points:** historical conditions for Chinese migration to the U.S.; Chinese as sojourners; Anti-Asian legislation; Chinese labor in the U.S.; Chinese American social organizations; social and cultural changes in Chinese America; early Chinese American social activism.

Thursday, February 2: Chpt 4 “The Chinese Must Go: The Anti-Chinese Movement” pp: 89-108 in MASA. **Key discussion points:** Industrialists vs. White Workingmen’s Party; Anti-Chinese Legislation; Chinese Exclusion; Paper Sons; Angel Island interrogations; the Chinese problem in Hawaii, Cuba, Canada, Mexico.

Tuesday, February 7: Discuss Chpt 5 “Japanese Immigrants and the Yellow Peril” pp:109-136 in MASA. **Key discussion points:** historical context for Japanese emigration; Japanese *dekasegi* emigration to the U.S. and beyond; emigration fever; picture brides; Hawaiian plantation labor; Japanese labor activism; Japanese farmers; Japanese transnational lifestyle in the U.S.; Takao Ozawa; the Yellow Peril; Asiatic Exclusion League; anti-Japanese sentiment in Canada; fear of Asian domination; 1917 and 1924 Immigration Acts.

Thursday, February 9: Chpt 6 “We Must Struggle in Exile: Korean Immigrants” pp: 137-150 in MASA. **Key discussion points:** Japanese occupation and annexation of Korea; Korean workers in Hawaii sugar plantations; Korean picture brides; Korean nationalist organizations; Korean discrimination in the U.S.

Tuesday, February 14: Discuss Chpt 7 “South Asian Immigrants and the Hindu Invasion” pp: 151-173 in MASA. **Key discussion points:** South Asians as colonial subject of Britain; South Asian migration to North America; South Asian laborers in the U.S.; South Asian social organizations; the Ghadar movement; discrimination against South Asians; the Komagata Maru; Bhagat Singh Thind.

Thursday, February 16: Chpt 8 We have heard much of America: Filipinos in the U.S. Empire” pp” pp: 174-190 in MASA. **Key discussion points:** U.S. colonization of the Philippines in 1898; benevolent assimilation; Filipino migration to the U.S. as “U.S. nationals”; Pensions Act 1903; Filipino labor in the U.S.; Filipino Labor Union/Filipino Agricultural Labor Association; Little Manila; anti-Filipino sentiment; 1934 Tydings-McDuffie Act; the 1935 Filipino Repatriation Act.

Tuesday, February 21: Discuss Chpt 9 “Border Crossing and Border Enforcement: Undocument
ed Asian Immigration” pp: 191-207 in MASA. **Key discussion points:** the logic of undocumented Asian immigration; undocumented Asian immigration as big business; U.S. and Canadian border diplomacy/policing; undocumented Chinese immigrants in Mexico.

**Thursday, February 23:** Midterm Exam Review.

**Asian America and the Good War**

**Tuesday, February 28:** Chpt 10 “Military Necessity: The Uprooting of Japanese Americans in” MASA. Key discussion points: 1940 Alien Registration Act; 1940 Canada-U.S. Permanent Joint Board of Defense; 1938 International Conference of American States; Declaration of Lima; Pearl Harbor and the arrest of U.S. citizens of Japanese ancestry; a fifth column in the U.S.; an enemy “race”; racial hysteria and the popular press; Executive Order 9066; Defense of Canadian Regulations, PC 1486; the deportation and incarceration of Japanese Peruvians; other Latin American Japanese.

**Thursday, March 2:** Discuss Chpt 11 “Grave Injustices: The Incarceration of Japanese Americans” in MASA. Key discussion points: War Relocation Authority Internment Camps for Japanese Americans; loyalty questionnaire; no-no boys; Tule Lake unrest; citizen renunciation program; 442 Regimental Combat Team; 100th Battalion; INS “alien” camps; Japanese Peruvian repatriation; Refugee Relief Act of 1953.

**Tuesday, March 7:** Discuss Chpts 12/13: “Good War, Cold War” and “Making a New Asian American Through Immigration and Activism” in MASA. Key discussion points: Chinese as “allies” to the U.S.; Filipino and Korean allies to the U.S. 1943 Magnonson Act; War Brides Acts; 1952 McCarran-Walter Act; Dalip Singh Saund; Cold War and Asian America; Confession Program; Asian Americans and the model minority stereotype; 1965 Immigration and Naturalization Act; Chinese, Filipino, South Asian, Korean immigration post 1965; Asian American Activism—Kochiyama, Cruz, Boggs; Asian American Political Alliance; Asian Americans for Action; Third World Liberation Front; I-Hotel Protest; Asian Women United; Organization of Asian Women; Asian/Pacific Lesbian and Gays; 1988 Civil Liberties Act.

**Thursday, March 9:** Documentary: *A Family Gathering* by Lise Yasui (1989).

**Mon-Fri, March 13-17:** Spring Break

**Asian American Post Vietnam and Beyond**


**Tuesday, March 28:** Discuss Chaps. 1-9 in *Southland* by Nina Revoyr.
Thursday, March 30: Discuss Chaps. 10-19 in *Southland* by Nina Revoyr.

Tuesday, April 4: Discuss Chaps. 20-29 in *Southland* by Nina Revoyr.

Thursday, April 6: Discuss Chaps. 30-37 in *Southland* by Nina Revoyr.

Tuesday, April 11: Discuss Chaps. 17 and Epilogue pp: 373-402, “The Rise of Asian Americans? Myths and Realities” and “Redefining American in the Twenty-first Century.” Key discussion points: model minority stereotype and racism; Rodney King and the 1992 L.A. uprising; U.S. Census data on Asian Americans; Cambodian Americans; culture and the new racism; the killing of Vincent Chin; the trial of Wen Ho Lee; 9/11 and islamophobia; Asian Americans in politics; Asian Americans and Civil /Human Rights; Asian Americans and the multiracial debate; Asian Americans and comprehensive immigration reform.

Thursday, April 13: Discuss “Introduction” by O’Hearn, “Lost in Place” by Hongo, “The Double Helix” by Farmanfarmaian, and “California Palms” by thúy in *Half and Half*.

Tuesday, April 18: Discuss “The Road from Ballygunge” by Mukherjee, “Reflections on my Daughter” by Mura, “The Funeral Banquet” by See, and “Food and the Immigrant” by Ganesan in *Half and Half*.

Thursday, April 20: Discuss “Postcards from Home” by Tsang, “From Here to Poland” by Mehta, and “An Ethnic Trump” by Jen in *Half and Half*.


Thursday, April 27: Exam Review.

Mon-Fri, May 1-5: Finals Week.