

ASIANS IN THE U.S.

HUNTER COLLEGE

Summer 2013

Course Information

Course Number: ASIAN 210

Time: MW 11:40 – 2:50

Location: Hunter West W113

Course website: <http://keithmiyake.info/asam210/>

Hunter College Women and Gender Studies: <http://www.hunter.cuny.edu/wgsprogram>

Hunter College Asian American Studies: <http://www.hunter.cuny.edu/aasp>

Instructor

Keith Miyake

Adjunct Instructor

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Office Hours: Wednesday 4-5 or by appointment

Course Description

ASIAN 210 is an introductory course in Asian American Studies, where we will learn about the historical and contemporary contexts of Asian Americans in the U.S. We will look at the ways in which social, political, and economic structures, ideas, and practices have given meaning to the term “Asian American” in relation to other social categories of racial and cultural difference. In other words, we will continuously ask the questions of when, where, why, for whom, for what purposes, and how the category “Asian American” holds meaning in the U.S., and how those questions are shaped by, among other things, racism, economic structures, law, citizenship, space, and culture. We will analyze a variety of mediums using a range of disciplinary approaches to theory.

Learning Objectives

The primary objective for this course is that students understand and are able to articulate the diverse and contradictory roles of Asian Americans in U.S. society over the past 200 years. This includes histories and theories of migration, racial logics, labor, community formation and organizing, and the establishment of Asian American Studies as an academic field. To this end, students should have a working knowledge of the concepts of race, ethnicity, orientalism, capitalism, and the model minority myth.

Required Readings

Most of the readings for this course will be made available as PDF documents on the course website. You are encouraged to download the readings well ahead of time to prevent last-minute technical hiccups associated with downloading or printing documents. **It is your responsibility to have either a digital or hard copy of all reading materials in class.**

Assessment

Grades for this course are assigned using a weighted-point system. Each of the grading categories listed below is assigned a percentage-based weight according to its relative impact on final grades. The grade for each category is calculated separately, then they are weighted and combined for a maximum possible final grade of 100%.

For example, participation has a weight of 10%, so if a student earned a participation grade of 90%, this would add 9% (90% of 10%) toward the final grade.

Category	Weight
Attendance & Class Participation	10%
In-Class Presentations & Quizzes	15%
Web Assignments	30%
Midterm Writing Assignment	20%
Final Project	25%
Total	100%

Attendance and Class Participation (10%)

I will take attendance at the beginning of every class. Students are expected to attend class on a regular basis. Each absence will result in the reduction of a student's participation grade by one grade point (e.g., A to A-). If a student is absent for more than half of the scheduled classes, they will automatically receive a grade of "WU" (unofficial withdraw). There will not be make-ups for quizzes or other in-class activities missed while absent.

Class participation is an assessment of a student's active involvement in class discussions, group activities, and other in-class activities. It is expected that students come to class prepared to discuss all of the day's assigned readings. If a student is clearly not engaging with in-class activities, or is clearly engaging in non-class related activities (e.g., texting, facebook, side conversations, etc.), their class participation grade will be reduced correspondingly.

Quizzes and In-Class Presentations (15%)

Students should come to class prepared for a short quiz on the assigned reading, reading reflection, or other in-class activities requiring active participation. Unless otherwise specified, these assignments must be completed in class. These quizzes and in-class activities are not intended to be punitive; rather, their purpose is to gauge how well students are comprehending the course topics so that the lectures and other activities can be adjusted accordingly.

Each student will be required to give short in-class presentations on the assigned readings at least twice during the course. The format and content of these informal presentations is flexible, but at the minimum, students should cover each of the relevant points on the attached reading guidelines.

Web Assignments (30%)

For every class, students will contribute a written piece to the class website based on three roles: primary readers, respondents, and researchers. The order in which each student takes on these various roles will be determined during the first class, and each student will fill each role multiple times. Students are expected to complete their assignments according to the guidelines below unless an alternative arrangement is agreed upon with the instructor ahead of time.

The purpose of these assignments is to create a collaborative learning environment, where everyone shares their understandings of the materials with others in the class and as a way of contributing to public bodies of knowledge. Grading of these assignments will be very loose since their purpose isn't to test reading comprehension; rather, they are designed to encourage reflection and engagement with the concepts we cover in class. They also provide a low-stakes opportunity for students to improve their writing skills through practice. Thus, completion of the assignments will be weighed much more heavily than content, but effort will still be taken into consideration.

Descriptions of the web assignment roles are as follows:

- *Primary Reader:* These students are responsible for posting a reading response for the assigned reading(s). This should consist of a short discussion of the concepts or ideas that you find most intriguing or provoking, clarification questions, and discussion questions. These are due by midnight before the next class.
- *Respondent:* Students in this group build upon, disagree with, or clarify the primary readers' posts by the next class meeting. This reflection/response can touch on things discussed in class, but should also address the questions raised by the primary readers.
- *Researcher:* Students in this group find and share at least two online resources that help expand the discussion of the assigned reading(s). This might include a video, news article, website, set of pictures, song, etc., that help to explain, provide examples, or otherwise relate to the readings. In addition to linking to the resource, the researchers must provide a short evaluation of the resource, describing why it was chosen and highlighting what makes it worthwhile, unusual, problematic, or educational.

Mid-term Project (20%) – Due June 24

Find a contemporary popular media item of interest, such as a news article, song, social media meme, local event, etc., and produce a written analysis of it using one or more theoretical frameworks discussed in class. Don't be afraid to use some of the questions from the reading guideline as a point of reference in your analysis. The analysis needs to include a theoretically informed thesis and several arguments to support your thesis, citing at least two of the readings from class to support your claims and arguments. Students are encouraged, but not required, to use additional outside research materials to support your thesis. The total length should be 750–1,000 words.

Final Writing Assignment (20%) – Due Last Class

The final writing assignment is to expand one of the short pieces written for a web assignment into a 1,500–2,000-word paper. The purpose of this assignment is to practice revising and formalizing writing. This means developing a thesis, expanding arguments, relating ideas to other texts, providing examples, and improving clarity. Citations are required, and at least two of the assigned readings should be cited in the paper, and using additional outside sources is recommended.

Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Accessibility & ADA

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1124, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Tentative Course Schedule

Framing the Discussion

June 3 – Introduction to the Course

Manalansan, Martin. [1994] 2010. "Searching for Community: Filipino Gay Men in New York City." In *Asian American Studies Now: A Critical Reader*. Ed. Jean Yu-wen Shen Wu and Thomas C. Chen. New Brunswick, NJ: Rutgers University Press, 393–404.

June 5 – Orientalism & Politics of Knowledge

Said, Edward. [1978] 1994. "Introduction." In *Orientalism*. New York: Vintage, 1–28.

Shah, Nyan. "Public Health and the Mapping of Chinatown." In *Asian American Studies Now: A Critical Reader*. Ed. Jean Yu-wen Shen Wu and Thomas C. Chen. New Brunswick, NJ: Rutgers University Press, 168–192.

June 10 – Racial Formation, the State, Capital

Omi, Michael and Howard Winant. 1994. Chapters 4–5. In *Racial Formation in the United States from the 1960s to the 1990s*. New York: Routledge, 53–91.

Molina, Natalia. 2006. "Introduction." In *Fit to be Citizens? Public Health and Race in Los Angeles, 1879-1939*. Berkeley, Los Angeles, and London: University of California Press, 1–14.

Immigration I: Labor, Capital, and Yellow Peril

June 12 – Discourses of Exclusion

Lee, Erika. 2007. "The 'Yellow Peril' and Asian Exclusion in the Americas." *Pacific Historical Review* 76(4): 537–562.

Ono, Kent A. and Vincent N. Pham. 2009. "The Persistence of Yellow Peril Discourse." In *Asian Americans and the Media*. Cambridge, UK and Malden, MA: Polity Press, 25–44.

Jun, Helen. 2011. "Black Orientalism." In *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization*. Eds. Grace Kyungwon Hong and Roderick A. Ferguson. Durham, NC: Duke University Press, 293–315.

June 17 – Racial Capital, Racial Hierarchy

Jung, Moon-Ho. 2006. "Introduction" and "Domesticating Labor" In *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*. Baltimore, MD: The Johns Hopkins University Press, 1–10, 107–145.

Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics & Society* 27(1): 105–138.

Suggested:

Cheng, Wendy. 2013. "Strategic Orientalism: racial capitalism and the problem of 'Asianness'". *African Identities*. <http://dx.doi.org/10.1080/14725843.2013.797284>.

June 19 – Law and Citizenship

Lowe, Lisa. 1996. "Immigration, Citizenship, Racialization: Asian American Critique." In *Immigrant Acts: On Asian American Cultural Politics*. Durham, NC: Duke University Press, 1–36.

Volpp, Leti. 2001. "'Obnoxious To Their Very Nature': Asian Americans and Constitutional Citizenship." *Asian Law Journal* 8: 71–87.

Immigration II: War, Empire, and Globalization

June 24 – Pacific Wars

Lee, Robert G. 1999. "Cold War Construction of the Model Minority Myth." In *Orientalisms: Asian Americans in Popular Culture*. Philadelphia: Temple University Press. 145–179.

Palumbo-Liu, David. 1999. "War, the Homeland, and the Traces of Memory." In *Asian/American: Historical Crossings of a Racial Frontier*. Stanford, CA: Stanford University Press, 217–254.

June 26 – Empire, Globalization, Diasporas, and Transnationalism

Lowe, Lisa. 1996. "Heterogeneity, Hybridity, and Multiplicity: Asian American Differences." In *Immigrant Acts: On Asian American Cultural Politics*. Durham, NC: Duke University Press, 60–83.

Anderson, Wanni W. and Robert G. Lee. 2005. "Asian American Displacements." In *Displacements and Diasporas: Asians in the Americas*. Ed. Wanni W. Anderson and Robert G. Lee. New Brunswick, NJ: Rutgers University Press, 3–22.

Kwon, Soo Ah. 2012. "Deporting Cambodian Refugees: Youth Activism, State Reform, and Imperial Statecraft." *Positions* 20(3):737–762.

July 1 – The War on Terror

Rana, Junaid. 2011. "Racial Panic, Islamic Peril, and Terror." In *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Durham, NC: Duke University Press, 50–73.

Maira, Sunaina. 2010. "Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States after September 11th." In *Asian American Studies Now: A Critical Reader*. Ed. Jean Yu-wen Shen Wu and Thomas C. Chen. New Brunswick, NJ: Rutgers University Press, 333–353.

Naber, Nadine. 2002. "'So Our History Doesn't Become Your Future: The Local and Global Politics of Coalition Building Post September 11th'" *Journal of Asian American Studies* 5(3): 217–242.

July 3 – Transnational Labor and Capital

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." *Gender & Society* 14(4): 560–580.

Rana, Junaid. 2011. "Labor Diaspora and the Global Racial System." In *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Durham, NC: Duke University Press, 97–133.

Uprisings

July 8 – Civil Rights and Militant Radicalism

Aguirre, Adalberto, Jr. and Shoon Lio. 2008. "Spaces of Mobilization: The Asian American/Pacific Islander Struggle for Social Justice." *Social Justice* 35(2): 1–17.

Omatsu, Glenn. "The 'Four Prisons' and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s." In *Asian American Studies Now: A Critical Reader*. Ed. Jean Yu-wen Shen Wu and Thomas C. Chen. New Brunswick, NJ: Rutgers University Press, 298–333.

Prashad, Vijay. 2001. "Kung Fusion: Organize the 'Hood Under I-Ching Banners." In *Everybody Was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity*. Boston: Beacon Press. 126–149.

Start reading I-Hotel...

July 10 – Asian American Studies

Umemoto, Karen. 2007. "'On Strike!' San Francisco State College Strike, 1968-1969: The Role of Asian American Students" In *Contemporary Asian America: A Multidisciplinary Reader*. 2nd Edition. Eds. Min Zhou and J.V. Gatewood. New York and London: New York University Press, 25–55.

Yamashita, Karen Tei. 2010. "1969: I Spy Hotel" In *I Hotel, A Novel*. Minneapolis: Coffee House Press, 117–189.

Aoyagi-Storm, Caroline. 2008. "A Full-on CRAASH at Hunter College." *Pacific Citizen*. 21 March 2008. <http://pacificcitizen.org/news/national/full-craash-hunter-college?page=show>.

Smith, Andrea. 2006. "Heteropatriarchy and the Three Pillars of White Supremacy." In *Color of Violence: The INCITE! Anthology*. Ed. INCITE! Women of Color Against Violence. Cambridge, MA: South End Press. 66–73.