

Asian American History: Processes of Movement and Dislocation

History/Asian American Studies 160

Lecture Time: Tuesdays 8:00am – 9:15am CST
Location: Remote Teaching via Microsoft Teams; CODE: 3xit4ct

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Course Description and Goals

Our main goal this semester is to stay safe, healthy, and well-adjusted during the ongoing pandemic. As this course will be delivered entirely online, we aim to do our very best to promote active engagement with class materials and to create a secure environment where students can freely share their viewpoints.

This course is dedicated to exploring how Asian immigration to the U.S. shaped the social, political, cultural, and economic fabric of our nation. We will look at how the rise of industrialization together with our nation's imperialistic and expansionist endeavors spurred on the movement and dislocation of Asians to the U.S. from the mid-nineteenth century to the present.

We will also examine how Asian immigrants helped to define what it means to be an American. As non-white, non-European immigrants in the U.S., the lived experiences of Asian Americans revealed how ideas about nationality, race, ethnicity, class, gender, sexuality, and religion informed the multiple and contradictory meanings of the American. These experiences highlighted how Asian Americans grappled with the limits of American democracy while working to expand its depth and complexity.

Lastly, we will explore how Asian immigration charted the pathways that connected the U.S. with the world, exposing the uneven flow of people, capital, goods, ideas, and services between the U.S. and other countries. We will look at the unevenness of this flow and how it gave rise to transnational articulations of social and political belongings for Asian Americans.

Course Requirements and Grading

Lecture Attendance and Participation	15%	150 points
14 Weekly Assignments, 40 points each	56%	560 points
Discussion Sections	25%	250 points
Two Course Surveys, 15 points each	3%	30 points
Meeting with Professor Cheng	1%	10 points
[5 Extra Credit opportunities, 10 points each]		50 points]
TOTAL	100%	1000 points

Course Point Breakdown

Letter Grade	Point Range	Percentage Range
A	925 to 1000	92.5% and higher
AB	875 to 924	87.5% to 92.4%
B	825 to 874	82.5% to 87.4%
BC	775 to 824	77.5% to 82.4%
C	695 to 774	69.5% to 77.4%
D	595 to 694	59.5% to 69.4%
F	594 and below	59.4% and below

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor:student meeting times [Tuesdays from 8-9:15am CST], reading, writing, problem sets, and other student work as described in the syllabus.

Course Policies

COVID-19 Testing and What to do if You Test Positive

Please review this website: <https://www.uhs.wisc.edu/medical/testing/>

You will see information on 1) Testing locations 2) Schedule an appointment for testing 3) What to do when you get your test results 4) What to do if you test positive

Lecture Attendance and Participation

Lecture meets once a week on Tuesdays from 8am – 9:15am CST remotely via Microsoft Teams. Please attend lecture with video on and sound off, if internet speed and personal circumstances permit. Weekly lecture attendance is mandatory. Students will earn 10 points for each lecture attendance. Instructors will take attendance at each virtual meeting. All lecture meetings will be recorded. If students are unable to attend lecture due to medical reasons, please contact Professor Cheng. Absences will be excused with proper documentation.

Weekly Assignments

There are 14 weekly assignments, each worth 40 points. Starting Week 2, each weekly assignment will be due on Mondays at noon CST. All assignments must be submitted online via Canvas. Students can access via Canvas their weekly assignments along with all required readings and media content. Late work will be accepted up to one week after the due date. 10 points will be deducted from all late work. Late work must be submitted directly via e-mail to your graduate instructor. If a student is unable to submit their completed assignment by the due date because of medical reasons, please let Professor Cheng and the graduate instructor know *before* the due date. With proper documentation, an extended deadline will be given.

Discussion Sections

Students will fail the course even if they complete all the written work but *do not* attend weekly discussion sections. The four graduate instructors will provide additional grading and attendance guidelines for discussion sections.

Course Surveys

This course will conduct two surveys to assess student needs using Google Surveys (Forms). The first survey will be distributed at the beginning of the semester and the second survey, during the midpoint of the semester. Students will earn 15 points for each completed survey and can choose to leave blank any of the questions. Professor Cheng and the four graduate instructors will do their best to consider the needs and concerns of students when teaching.

Meeting with Professor Cheng

Professor Cheng would like to meet with all of her enrolled students. She will coordinate using Google Docs these virtual student appointments. In each 20-minute session, she will meet with 3 students for a fun “meet and greet” group discussion. Each student will earn 10 points for their meeting with Professor Cheng.

Extra Credit

There will be 5 extra credit opportunities, each worth 10 points.

Honesty

<https://www.students.wisc.edu/doso/academic-integrity/> Please read the university policy on academic integrity. All information borrowed from print sources or the web must be clearly identified and properly credited. Any instance of plagiarism or cheating on written assignments will result in an “F” grade for the assignment and the course.

Abilities

Any student who feels that they may need special accommodation should contact the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/>) at 608-263-2741 (phone); 263-6393 (TTY); 263-2998 (FAX); FrontDesk@mcb.wisc.edu to ensure that accommodations are implemented in a timely fashion.

Required Course Materials

There is only one required course reader that you need to purchase for this course. The total cost, including tax, for this reader is \$20.

Instructions to Download AAS/History 160 Course Packet

1. Go to: <https://socallib.org/aashistory160-course-packet>
2. Click the "Add to Cart" button; then click on the cart icon that appears to view cart.
3. Proceed to checkout and fill out the requested information.
4. Pay with a credit card.
5. Click on the secure download link to download the packet as a PDF file; this link will also be sent to you by email. The link will expire in 24 hours, so please download promptly.
6. If you are struggling financially and are unable to purchase this reader, please contact Professor Cheng

For optimal viewing of the Course Reader, please use the free Adobe Reader (available for download [here](#)). To view links to items listed in the Table of Contents, please click on the Bookmark icon in the left pane.

We will provide **free** digital copies of **all the other required readings** as well as links to and clips of required media content. In the Canvas course website, under the tab "Files," students will see a folder for each week of the semester. In these folders, students can access the required readings and media content for the course. For example, in the "Week 3" folder, students will see posted all the required readings and media content for Week 3.

If students would like to purchase print copies of the required readings, the following are the four main texts required for the course and can be purchased on most online vendors and in some bookstores (remember, free digital copies of these texts are accessible on our Canvas page – only purchase if you would like published print copies):

1. Erika Lee, *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
2. Mine Okubo, *Citizen 13660* (Seattle: University of Washington Press, 1983).
3. Kao Kalia Yang, *The Latehomecomer: A Hmong Family Memoir* (Minneapolis: Coffee House Press, 2008).
4. Thi Bui, *The Best We Could Do: An Illustrated Memoir* (New York: Abrams ComicArts, 2018).

Ethnic Studies Requirement

History/Asian American Studies 160 is proud to be a part of the University's vibrant course array that fulfills the Ethnic Studies Requirement. By illuminating the circumstances, conditions, and experiences of racial and ethnic minorities in the U.S., this "e" designated course advances three goals of the University:

- Better prepare students for life and careers in an increasingly multicultural U.S. environment
- Add breadth and depth to the University curriculum
- Improve the campus climate

Additionally, our course fulfills the four Essential Learning Outcomes of the Ethnic Studies Requirement:

- **Awareness of History's Impact on the Present** - Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.
- **Ability to Recognize and Question Assumptions** – Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.
- **A Consciousness of Self and Other** - Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people "outside" their focused social circle.

- **Effective Participation in a Multicultural Society** – Ethnic Studies courses should be relevant to students’ “lives outside the classroom”, and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. The ESR should ultimately engender in students the ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.

Asian American Studies Concentration and HMoob American Studies Emphasis

History/Asian American Studies 160 fulfills the Asian American Studies Certificate Program requirements. The Asian American Studies Certificate Program provides students with an opportunity to develop a sustained intellectual focus on Asian American racial formation, history, literature, culture, and social concerns. Interdisciplinary in nature, the certificate can be obtained by completing any four Asian American Studies courses for 12 credits of coursework. The certificate program is open to any undergraduate student who has an interest in Asian American Studies.

Within the Asian American Studies Concentration, students have the option to declare a HMoob American Studies Emphasis. This special track promotes a more in-depth examination of HMoob American history and culture and can be obtained if 6 out of 12 credits are completed by taking designated HMoob American Studies courses within the Asian American Studies curriculum. Please contact me (CICHENG@wisc.edu) if you are interested.

More info at: <http://polyglot.lss.wisc.edu/aasp/course/certificate.htm>

Course Schedule

WEEK 1: Introduction

Th 9.3

WEEK 2: Who Counts as Desirable?

M 9.7 DUE Assignment #1 – upload completed assignment on Canvas by noon CST

T 9.8

Readings and Media Content:

- Bill Ong Hing, “The Western European New World and the New Americans,” *Defining American Through Immigration Policy* (Philadelphia: Temple University Press, 2003).
- “Gatekeeping,” <https://cla.umn.edu/ihrc/news-events/other/gatekeeping>

WEEK 3: U.S. Territorial Expansion and Immigrant Labor

M 9.14 DUE Assignment #2 – upload completed assignment on Canvas by noon CST

T 9.15

Readings and Media Content:

- Erika Lee, “Chapter 3: Chinese Immigrants in Search of Gold Mountain” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- “Coolie Trade in the 19th Century,” <https://cla.umn.edu/ihrc/news-events/other/coolie-trade-19th-century>
- “Gold Rush Era to the 1980s – online exhibition,” <https://calisphere.org/exhibitions/52/asian-americans-gold-rush-era-to-1890s/>

WEEK 4: Capitalism and American Democracy

M	9.21	DUE Assignment #3 – upload completed assignment on Canvas by noon CST
T	9.22	

Readings and Media Content:

- Erika Lee, “Chapter 4: ‘The Chinese Must Go!’: The Anti-Chinese Movement” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Chinese Equal Rights League, *Appeal of the Chinese Equal Rights League to the People of the United States for Equality of Manhood* (New York: 42 Bible House, 1893).
- “Breaking the Silence on Angel Island’s Immigration Station,” <https://www.kqed.org/news/11691765/breaking-the-silence-on-angel-islands-immigration-station>
- “Inside Immigration Detention,” <https://www.youtube.com/watch?v=Zs-ljKB1TJE>

WEEK 5: Immigrants as Settler Colonialists

M	9.28	DUE Assignment #4 – upload completed assignment on Canvas by noon CST DUE Extra Credit #1 – upload completed assignment on Canvas by noon CST
T	9.29	

Readings and Media Content:

- Ronald Takaki, “Prologue” and “Section 1: The Sugar Kingdom: The Making of Plantation Hawaii” from *Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920* (Honolulu: University of Hawaii Press, 1983).
- Ronald Takaki, “Raising Cane: The World of Plantation Hawaii” from *Strangers From a Different Shore* (New York: Penguin Books, 1990).
- “Lili’uokalani – Hawaii’s Last Queen,” <https://www.youtube.com/watch?v=XpsmUCtsd2o>
- “What is Asian Settler Colonialism in Hawaii?,” <http://radchinese.com/podcast/asian-settler-colonialism-hawaii/>

WEEK 6: Nation Building and Immigrant Labor

M	10.5	DUE Assignment #5 – upload completed assignment on Canvas by noon CST
T	10.6	

Readings and Media Content:

- Erika Lee, “Chapter 5: Japanese Immigrants and the ‘Yellow Peril’” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- “Founding Farmers,”
https://www.agroots.org/founding_farmers_japanese_growers_in_ca
- “RSV-Pa,” <https://www.thisamericanlife.org/567/whats-going-on-in-there/act-two-0>
- “When Your Parents Speak Broken English,”
<https://www.youtube.com/watch?v=yFlxDuNC6OU>
- “Children of Asian Immigrants Reveal Sacrifices Their Parents Made,”
<https://www.youtube.com/watch?v=k1IDX0Izhd4>

WEEK 7: Transnational Political Activism

M	10.12	DUE Assignment #6 – upload completed assignment on Canvas by noon CST
T	10.13	

Readings and Media Content:

- Erika Lee, “Chapter 6: ‘We Must Struggle in Exile’: Korean Immigrants” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Korean Declaration of Independence, March 1, 1919.
- “Appeals to President Wilson to Recognize Korean Declaration of Independence.”
- *The Grace Lee Project* - film

WEEK 8: Transnational Political Activism

M	10.19	DUE Assignment #7 – upload completed assignment on Canvas by noon CST DUE Extra Credit #2 – upload completed assignment on Canvas by noon CST
T	10.20	

Readings and Media Content:

- Lee, “Chapter 7: South Asian Immigrants and the ‘Hindu Invasion’” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Ram Chandra, *Exclusion of Hindus from American Due to British Influence* (San Francisco, 1916). <https://www.saada.org/item/20100916-121>
- Lilly Singh, “How to Stop Parents from Comparing Kids,” https://www.youtube.com/watch?v=EPHMXbZml_s
- Lilly Singh, “The Difference Between White Girls and Brown Girls,” <https://www.youtube.com/watch?v=kRFbtcXBd0A>
- Lilly Singh, “The Rules of Racism,” <https://www.youtube.com/watch?v=p-74y3kdWGo>

WEEK 9: U.S. Colonial Expansion

M	10.28	DUE Assignment #8 – upload completed assignment on Canvas by noon CST
T	10.27	

Readings and Media Content:

- Erika Lee, “Chapter 8: ‘We Have Heard Much of America’: Filipinos and the U.S. Empire” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- *Dollar a Day, Ten Cents a Dance* - film
- Kent Wong, “United Farm Workers (UFW) Movement: Philip Vera Cruz, Unsung Hero”
- “One Way Ticket,” <https://www.vietnameseboatpeople.org/podcast/episode/c176ac2f/21-one-way-ticket>
- “Coming Out to Immigrant Parents,” <https://www.youtube.com/watch?v=Bz1bkHRwP6I>
- “Queer Asian Americans Talk About Coming Out & Dating,” <https://www.youtube.com/watch?v=Tym2XTqbKac>

WEEK 10: Forced Removal of Japanese Americans during WW II

M	11.2	DUE Assignment #9 – upload completed assignment on Canvas by noon CST
T	11.3	

Readings and Media Content:

- Erika Lee, “Chapter 10: ‘Military Necessity’: The Uprooting of Japanese Americans During World War II” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Erika Lee, “Chapter 11: ‘Grave Injustices’: The Incarceration of Japanese Americans During World War II” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- “Japanese Relocation,” <https://www.youtube.com/watch?v=yVyla11ZtAE>
- “Executive Order 9066,” “Exclusion Poster,” “Loyalty Questionnaire,” “Munson Report”
- “Negroes Should Remember – an editorial” from *Bronz Magazine* [AAS/History 160 Course Packet, page 36]
- Evacuation Problems Evidenced to the Social Assistance Staff of the Federal Security Agency in Los Angeles County, 1942 [AAS/History 160 Course Packet, page 38]

WEEK 11: WWII Incarceration of Japanese Americans

M	11.9	DUE Assignment #10 – upload completed assignment on Canvas by noon CST DUE Extra Credit #3 – upload completed assignment on Canvas by noon CST
T	11.10	

Readings and Media Content:

- Mine Okubo, *Citizen 13660* (Seattle: University of Washington Press, 1983): pages vii-105.
- “Aiko Herzig-Yoshinaga Interview,” <https://ddr.densho.org/interviews/ddr-densho-1000-250-13/>
- “Order 9066 – Chapter 7: Leaving Camp,” <https://www.apmreports.org/episode/2018/06/25/order-9066-e07-leaving-camp>
- “Coronavirus: What attacks on Asians reveal about American identity,” *BBC News*, May 27, 2020. <https://www.bbc.com/news/world-us-canada-52714804>
- “Asian Americans Are Dealing with a Wave of Bigotry and Assaults Because of Coronavirus,” *Vice News*, <https://www.youtube.com/watch?v=Xu7X1zEArC8>

WEEK 12: War and Displacement

M	11.16	DUE Assignment #11 – upload completed assignment on Canvas by noon CST
T	11.17	

Reading and Media Content:

- Erika Lee, “Chapter 14: In Search of Refuge: Southeast Asians in the United States” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Kao Kalia Yang, *The Latehomecomer*, 1-128.

WEEK 13: War and Displacement

M 11.23 DUE Assignment #12 – upload completed assignment on Canvas by noon CST
 DUE Extra Credit #4 – upload completed assignment on Canvas by noon CST
 T 11.24

Reading and Media Content:

- Kao Kalia Yang, *The Latehomecomer*, 129-274.

WEEK 14: Refugee Resettlement

M 11.30 DUE Assignment #13 – upload completed assignment on Canvas by noon CST
 T 12.1

Reading and Media Content:

- Thi Bui, *The Best We Could Do*, 1-166.
- *aka Don Bonus* - Film

WEEK 15: Refugee Resettlement

M 12.7 DUE Assignment #14 – upload completed assignment on Canvas by noon CST
 DUE Extra Credit #5 – upload completed assignment on Canvas by noon CST
 T 12.8

Reading and Media Content:

- Thi Bui, *The Best We Could Do*, 167-329.