

ASIAN AMERICAN HISTORY: PROCESSES OF MOVEMENT AND DISLOCATION

HISTORY/ASIAN AMERICAN STUDIES 160 • FALL SEMESTER 2022



Lecture Time: Tuesday/Thursday 11:00am – 12:15pm
Location: Mosse Humanities 2650

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Sections: 301, 302, 304, 305

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Sections: 303, 310, 311, 312

COURSE DESCRIPTION AND GOALS

Asian immigration to the U.S. has greatly shaped the social, political, cultural, and economic development of the nation. Over the course of this semester, we will examine how the rise of industrialization together with the 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 explore how Asian immigrants contributed to defining what it means to be an American. As non-white, non-European immigrants in the U.S., Asian Americans grappled with the color line along with stereotypes that cast them as "perpetual foreigners." But the lived experiences of Asian Americans, far from revealing just the limits of American democracy, showcased the many efforts directed towards expanding the depth and complexity of American democracy.

Lastly, we will examine how Asian immigration shed light on the ways in which the U.S. is connected to the larger world order, 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.

ETHNIC STUDIES REQUIREMENT

History/Asian American Studies 160 is honored 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, and culture. Interdisciplinary in nature, the certificate can be obtained by completing 15 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 15 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 REQUIREMENTS AND GRADING

This 4-credit course meets as a group, lecture and discussion section, for a total of 4 hours per week. In addition to class time, students are expected to spend an average of 2 hours for every 1 hour of class time or 8 hours a week on completing the assigned readings, preparing for discussion sections, writing papers, and/or studying for exams.

Discussion Attendance and Participation	25%	250 points
Lecture Attendance and Participation	10%	100 points
Assignment 1: "Reading Against the Grain"	15%	150 points
Exam 1	15%	150 points
Assignment 2: Oral History Project	20%	200 points
Final Exam	15%	150 points
Extra Credit:		30 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

*We will provide point breakdowns for each assignment and exam.

COURSE POLICIES

Technology-Free Learning Environment: In order to foster a learning environment free of distractions, History/Asian American Studies 160 is a technology-free class. Students are not allowed to use their laptops in class, both lecture and discussion sections. Phones must be on silent mode and stowed away from plain sight. Please take notes using a pencil or pen and a notebook. Taking photos of lecture slides is prohibited.

Attendance: Regular and prompt attendance, active participation, and mature attentiveness during lecture and discussion sections are mandatory. The professor and graduate instructors will not provide lecture notes to students who miss lecture. Lecture notes will not be posted on the course webpage.

Readings: Students are expected to complete required readings before Tuesday's lecture of each week. Please bring your books, readers, and lecture notes to each discussion section.

Discussion Sections: You will not pass the course even if you do all the written work and exams but do not attend weekly discussion sections. Your graduate instructor has full authority to assign homework, administer quizzes, and require drafts of papers. They will provide additional guidelines for discussion sections.

Writing Assignments: Assignments are always due during the first ten minutes of lecture. Any assignment received after the first ten minutes of lecture on the due date is considered late. Late assignments will receive a 50-point deduction. E-mailed submissions of papers are not permitted and will not be credited or graded, without exception. Extensions may be granted in cases of personal emergencies, subject to prompt notification, valid documentation of emergency, and the discretion of the professor. Students are responsible for retaining a copy of all assignments.

Examinations: Exam 1 and the Final Exam will be administered on the date indicated on the course syllabus, without exception. Make-up examinations may be granted in cases of personal emergencies, subject to prompt notification, valid documentation of emergency, and the discretion of the professor. Students are responsible for retaining a copy of all exams.

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 exams, quizzes, and written assignments will result in an "F" grade for the assignment and the course.

Abilities: Any student who feels that they may need 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 TEXTS

- COURSE READER is available for purchase at StudentPrint located at 333 East Campus Mall, Suite 3301: <https://stuprint.org/>
- Kao Kalia Yang, *The Latehomecomer: A Hmong Family Memoir* (Minneapolis: Coffee House Press, 2008).
- Thi Bui, *The Best We Could Do: An Illustrated Memoir* (New York: Abrams ComicArts, 2018).

** A copy of all the required texts is available on reserve at the College Library**

SUPPLEMENTAL TEXT

- Supplemental Digital Course Packet for Extra Credit Assignments

[Instructions to Download AAS/History 160 Supplemental Digital 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.

FILMS

- *Picture Bride*
- *Standing Above the Clouds*
- *This is the Way We Rise*
- *Dollar a Day, Ten Cents a Dance*
- *aka Don Bonus*

COURSE SCHEDULE

WEEK 1: Introduction

Th 9.8

WEEK 2: Development of U. S. Industries and Markets: Mining and Railroads

T 9.13

Th 9.15

Readings:

- Erika Lee, "Chinese Immigrants in Search of Gold Mountain" from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Judy Yung, "Bound Feet: Chinese Women in the Nineteenth Century" from *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: UC Press, 1995).

WEEK 3: Development of U. S. Industries and Markets: Plantation Economy in Hawaii

T 9.20

Th 9.22

Readings:

- Ronald Takaki, "Raising Cane: The World of Plantation Hawaii" from *Strangers From a Different Shore* (New York: Penguin Books, 1990).
- "Colonialism" from *Native Studies Keywords*, eds. Stephanie Nohelani Teves, Andrea Smith, and Michelle Raheja (Tucson, University Arizona Press, 2015).

WEEK 4: Defining America through the Chinese Exclusion Movement

T 9.27 Film: *Picture Bride, Standing Above the Clouds, This is the Way We Rise*
Th 9.29

Readings:

- Erika Lee, "The Chinese Must Go!": The Ant-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).

WEEK 5: Implications of Chinese Exclusion

T 10.4
Th 10.6

Readings:

- Eithne Luibheid, "A Blueprint for Exclusion" from *Entry Denied* (Minneapolis: University of Minnesota Press, 2002).
- Erika Lee, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924," from *Journal of American Ethnic History* 21, no 3 (Spring, 2002).

WEEK 6: Making Asians into Undesirable Aliens

T 10.11 Assignment #1, "Reading Against the Grain" DUE
Th 10.13

Reading:

- Yuji Ichioka, "Struggle Against Exclusion" and "The 1924 Immigration Act" from *The Issei* (New York: Free Press, 1990).

WEEK 7: Manifest Destiny and the Expansion of the U.S. to the Pacific

T 10.18 Extra Credit 1 DUE
Film: *Dollar A Day, Ten Cents A Dance*
Th 10.20 Exam 1 Review Session

Reading:

- Mae Ngai, "From Colonial Subject to Undesirable Alien" from *Impossible Subjects* (Princeton: Princeton University Press, 2004).

WEEK 8: The Rise of Transnational Political Activism: South Asians in the U.S.

T 10.25 **EXAM 1**
Th 10.27 Extra Credit 2 DUE

Reading:

- Erika Lee, "South Asian Immigrants and the 'Hindu Invasion'" from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).

WEEK 9: Internal Displacement: Japanese Americans during WW II

T 11.1
Th 11.3 Extra Credit 3 DUE

Readings:

- Erika Lee, "'Military Necessity': The Uprooting of Japanese Americans During World War II" and "'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).
- Selections from Mine Okubo, *Citizen 13660* (Seattle: University of Washington Press, 1983).

WEEK 10: Korean Independence Movement and the Shift Towards Cold War Liberalism

T 11.8

Th 11.10 Extra Credit 4 DUE

Readings:

- Erika Lee, “We Must Struggle in Exile’: Korean Immigrants” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).
- Susie Woo, “Imagining Kin: Cold War Sentimentalism and the Korean Children’s Choir” from *American Quarterly* 67, no 1 (2015).

WEEK 11: The Spreading of American Democracy and the Southeast Asian War

T 11.15

Th 11.17 Extra Credit 5 DUE

Readings:

- Shelley Lee, “The Vietnam War, Southeast Asians, and the Transformation of Asian America,” from *A New History of Asian America* (New York: Routledge, 2014).
- Kao Kalia Yang, *The Latehomecomer*, 1-128.

WEEK 12: Happy Thanksgiving ☺

T 11.22 Oral History Project DUE

Th 11.24

Reading and Media Content:

- Kao Kalia Yang, *The Latehomecomer*, 129-274
- Film: *aka Don Bonus*

WEEK 13: The Southeast Asian Refugee Crisis

T 11.29

Th 12.1

Reading:

- Thi Bui, *The Best We Could Do*, 1-166.

WEEK 14: Southeast Asian Refugee Resettlement

T 12.6 Extra Credit 6 DUE

Th 12.8 Final Exam Review Session

Reading:

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

WEEK 15: Final Exam

T 12.13 FINAL EXAM