

ASIAN AMERICAN HISTORY: PROCESSES OF MOVEMENT AND DISLOCATION

HISTORY/ASIAN AMERICAN STUDIES 160 • FALL SEMESTER 2024



Lecture Time: Monday/Wednesday 2:30 – 3:45pm
Lecture Location: Mosse Humanities 2650

Professor: Cindy I-Fen Cheng [she/her]
Office Hours: Mon 12:30-1:30pm; Wed 1-2pm; & by appt.
Office: 5106 Mosse Humanities Building
E-mail: CICHENG@wisc.edu

TA: Brand D. Nakashima [they/them]
Sections: 303, 305, 306, 308
Office Hours: Wed. 12:15-2:15pm & by appt.
Office: 4274 Mosse Humanities
E-mail: bnakashima@wisc.edu

TA: Yue Qiu [she/her]
Sections: 301, 302, 310, 311
Office Hours: Mon/Wed 4-5pm & by appt.
Office: 4274 Mosse Humanities
E-mail: qiu86@wisc.edu

COURSE DESCRIPTION

Over the course of the semester, we will untangle the many factors driving Asian immigration to the United States and explore how each wave of Asian immigration altered the social, political, cultural, and economic development of the nation from the mid-nineteenth century to the present. As non-white and non-European immigrants, Asian Americans grappled with the color line along with stereotypes that cast them as “forever foreign.” But the lived experiences of Asian Americans, far from revealing just the limits of American democracy, showcased efforts aimed at advancing American democracy to its fullest potential. Additionally, we will consider how Asian immigration connected the United States to the world and created transnational ties for Asian Americans.

ETHNIC STUDIES REQUIREMENT

History/Asian American Studies 160 is 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 United States, this “e” designated course advances three goals of the University:

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

Additionally, this 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 CERTIFICATE PROGRAM

History/Asian American Studies 160 also 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.

THE HMOOB AMERICAN STUDIES EMPHASIS

Within the AAS Certificate Program, students have the option to declare a [HMoob American Studies Emphasis](#). This special track promotes an 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.

HONORS OPTIONAL ENROLLMENT

This course offers Honors Optional enrollment for students who want to be challenged and complete an extra assignment beyond the course requirements. For those who are taking this course for Honors credit, you must schedule a one-on-one meeting with Professor Cheng to discuss your honors project. For those who would like more information about the L&S Honors Program, please visit: <https://honors.ls.wisc.edu/>

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	20%	200 points
Lecture Attendance and Participation	20%	200 points
Assignment 1	15%	150 points
Exam 1	15%	150 points
Assignment 2	15%	150 points
Final Exam	15%	150 points
Extra Credit:		20 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 and rubrics for each assignment and exam.

COURSE POLICIES

Technology-Free Learning Environment: In order to foster an engaged learning environment, History/Asian American Studies 160 is a technology-free class. Students are not allowed to use their laptops or any electronic device 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 attendance, active participation, and mature attentiveness during lecture and discussion sections are mandatory. The professor and TA will not provide lecture notes to students who miss lecture and lecture notes will not be posted on our course website.

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 TA will provide additional guidelines for discussion sections.

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

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 15-point deduction. E-mail submissions will not be credited or graded. Extensions may be granted in cases of personal emergencies, subject to prompt notification, valid documentation, and Professor Cheng's discretion. 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. Make-up examinations may be granted in cases of personal emergencies, subject to prompt notification, valid documentation, and Professor Cheng's discretion. Students are responsible for retaining a copy of all exams.

Honesty: Please read the [university policy on academic integrity and misconduct](#). Please note that all information borrowed from print sources or the web, including ChatGPT, must be clearly identified and properly credited. Any instance of plagiarism or cheating on assignments will result in a "F" grade for the assignment and the course. Please note that submitting AI-generated text for class assignments is plagiarism.

Accommodations: Any student who feels that they may need accommodation should contact the [McBurney Disability Resource Center](#) at 608-263-274 (phone); 608-225-7956 (text); info@mcburney.wisc.edu (e-mail) 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.
- 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**

FILMS

- *Picture Bride*
- *Dollar a Day, Ten Cents a Dance*
- *aka Don Bonus*

COURSE SCHEDULE

WEEK 1: Introduction

W 9.4

WEEK 2: Chinese Migrant Workers and the Growth of Land, Industries, and Markets

M 9.9

W 9.11

Readings:

- Ronald Takaki, "Gam Saan Haak: The Chinese in Nineteenth-Century America," *Strangers From a Different Shore* (New York: Penguin Books, 1990).
- Judy Yung, "Bound Feet: Chinese Women in the Nineteenth-Century," *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: UC Press, 1995).

WEEK 3: The Chinese Exclusion Movement

M 9.16

W 9.18

Readings:

- Eithne Luibheid, "A Blueprint for Exclusion," *Entry Denied* (Minneapolis: University of Minnesota Press, 2002).
- Denis Kearney, "Our Misery and Despair: Appeal from California on the Chinese Invasion, Workingmen's Address," *Indianapolis Times*, 28 February 1878.

WEEK 4: Asian Settler Colonialism and the Plantation Economy in Hawaii

M 9.23

W 9.25

Readings:

- Lauren Markle, "A Resource for Asia Americans: Understanding Settler Colonialism" from <https://www.cutfruitcollective.org/blogs/blog/a-resource-for-asian-americans-understanding-settler-colonialism>.
- Ronald Takaki, "Raising Cane: The World of Plantation Hawai'i," *Strangers From a Different Shore* (New York: Penguin Books, 1990).

WEEK 5: Aliens Ineligible for Citizenship

M 9.30 Film: *Picture Bride*
W 10.2

Readings:

- Ronald Takaki, "Ethnic Solidarity: The Settling of Japanese America," *Strangers From a Different Shore* (New York: Penguin Books, 1990).
- Randall Kennedy, "Justice Murphy's Concurrence in *Oyama v. California*: Cussing Out Racism," *Texas Law Review* 74, no. 6 (May 1996): 1245-1246.
- *Oyama v. California*, 332 U.S. 633 (1948). [Justice Murphy's concurrence, selections]

WEEK 6: Transnational Political Activism: South Asians in the U.S.

M 10.7 Assignment #1 DUE
W 10.9

Readings:

- Karen Isaksen Leonard, "Contexts: California and the Punjab" and "Marriages and Children," *Making Ethnic Choices: California's Punjabi Mexican Americans* (Philadelphia: Temple University Press, 1992).
- Geetika Rudra, "Freedom Fighters," *Here to Stay: Uncovering South Asian American History* (New Jersey: Rutgers University Press, 2022).

WEEK 7: U.S. Imperialist Expansion

M 10.14
W 10.16 Extra Credit 1 DUE; Film: *Dollar A Day, Ten Cents A Dance*

Reading:

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

WEEK 8: Repeal of Asian Exclusion

M 10.21
W 10.23 Exam 1

Reading:

- Charles B. Keely, "The Immigration Act of 1965," *Asian Americans and Congress: A Documentary History*, ed. Hyung-Chan Kim (Connecticut: Greenwood Press, 1996).

WEEK 9: Korean Independence Movement

M 10.28

W 10.30

Readings:

- Erika Lee, “‘We Must Struggle in Exile’: Korean Immigrants,” *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,” *American Quarterly* 67, no 1 (2015).

WEEK 10: In Search of Refuge

M 11.4

W 11.6 Extra Credit 2 DUE

Reading:

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

WEEK 11: In Search of Refuge

M 11.11

W 11.13

Reading:

- Kao Kalia Yang, *The Latehomecomer*.

WEEK 12: In Search of Refuge

M 11.18

W 11.20 Extra Credit 3 DUE

Reading:

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

WEEK 13: Academic Migration and the Growth of Asian International Students

M 11.25 Assignment #2 DUE; Film: *aka Don Bonus*
W 11.27 Happy Thanksgiving

Readings:

- Emma Israel and Jeanne Batalova, “International Students in the United States from <https://www.migrationpolicy.org/article/international-students-united-states>
- Arushi Gupta, “Cash Cows or Campus Community Members? The International Student Experience at UW” from <https://badgerherald.com/features/2021/02/24/cash-cows-or-campus-community-members-the-international-student-experience-at-uw/?print=true>
- Yingyi Ma, “Stay versus Return,” *Ambitious and Anxious: How Chinese College Students Succeed and Struggle in American Higher Education* (New York: Columbia University Press, 2020).

WEEK 14: H1-B Workers

M 12.2
W 12.4 Extra Credit 4 DUE

Readings:

- “The Impact of H-1B Workers on the U.S. Economy” from https://www.americanimmigrationcouncil.org/sites/default/files/research/the_h-1b_visa_program_and_its_impact_on_the_us_economy_2024.pdf
- Payal Banerjee, “The Production of Noncitizen Exclusions Under H-1B and L-1 Visas,” *Immigration Policy in the Age of Punishment*, eds. Philip Kretsedemas and David C. Brotherton (New York: Columbia University Press, 2017).

WEEK 15: Review

M 12.9
W 12.11