

History 4560: Asian American History



SPRING 2021 / M/W 1:25 am - 2:45 pm / Online

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Hours: By appointment (Zoom)

Course Content

This course is an overview of the history of Asian Americans from the mid-19th century to the present. It attempts to describe the conditions and circumstances that account for the presence of Asian Americans, and to analyze and theorize major factors in their position in society. The key premise of the historical analysis is that Asian Americans do not simply constitute another hue in the rainbow of American diversity, but rather, as with other minority groups, that Asian Americans are essential to shaping the so-called mainstream culture. In addition to the issue of race, we will highlight the themes of labor, class and gender in their intersections and effects on the on-going history of Asian Americans.

This course seeks whenever possible to make connections to our own locale of the American West and students are encouraged to bring in their own knowledge of the local communities and to make use of local resources such as the Family History Library downtown, the American West Center on campus, and the Special Collections of the Marriott Library.

We will be working on a variety of assignments including an audio-visual / visual arts analysis, a collective project on enclave communities such as Chinatowns, and a research paper on the impact of Asian Americans in the West.

Learning Outcomes

In this course, students will be expected to gain intercultural knowledge and understanding of the perspectives of others within their own historical contexts. You should thus learn how these peoples have problematized their situations and sought to deal with them. Beyond being able to identify key historical events and how changes and continuities have occurred, you should learn the relevant modes of thought and their interactions with social, economic and institutional structures. That is, you should gain some understanding of how race and ethnicity, gender, class, religion and so on relate to each other and affect the world. You are also expected to develop and hone your historical thinking and skills in being able to analyze materials, present cogent explanations, debate the strengths and weaknesses of arguments, and present accounts of your studies. (See <https://history.utah.edu/undergraduate/learning-outcomes.php> for the History Department's expectations for "Learning Outcomes" in our courses.)

Required Texts (*denotes Online Access through the library)

Carlos BULOSAN, [America is in the Heart](#) [ISBN: 029595289X] *

Sucheng CHAN, [Asian Americans: An Interpretive History](#) [ISBN: 9780805784374]

Gary OKIHIRO, [Margins and Mainstreams](#) [ISBN: 0295973390]*

Optional Texts

Mine OKUBO, [Citizen 13660](#) [ISBN: 0295959894] (Original 1946 edition online)

Ronald TAKAKI, [Stranger from a Different Shore](#) [ISBN 0316831301] (1990 edition available online)

Videos

Asian Americans — Online Access (Marriott Library), PBS Passport (membership required)

Episode 1 = [Breaking Ground](#)

Episode 2 = [A Question of Loyalty](#)

Episode 3 = [Good Americans](#)

Episode 4 = [Generation Rising](#)

Episode 5 = [Breaking Through](#)

(titles linked to Library listings)

“Chan is Missing” Wayne WANG, dir. (Streamed)

“My America or Honk if You Love Buddha” Renee TAJIMA-PEÑA, dir. (Streamed)

“In the Matter of Cha Jung Hee” Deann Borshay LIEM, dir. (Online access through Library)

All other materials will be available on Canvas.

Class Organization

Grading for the course is based on the following elements: class participation (15%), two document analyses (25%), an audio-visual project paper (25%) and a final research essay (35%). The class participation portion of the grade is based on both attendance in the synchronous sessions and engagement in class discussions and assignments. Assignments consist of answering questions on the readings for each week. In class discussions, students are expected to be civil, mature and respectful of diverging points of view in class. Personal attacks are not tolerated.

If you are not able to participate in the synchronous Zoom sessions for any reason, you should get in contact with me, preferably before the session. We will discuss what work you need to do in your absence. Excusable absences include illness and hospitalization, family emergencies, National Guard duty, university representation at intercollegiate events, and so on. (Work is not, however, an excusable absence. If you are on a sports team, then your program director should contact me.)

Document analyses will consist of written commentaries on primary source material from [Major Issues in Asian American History](#) (Lon Kurashige and Alice Yang Murray, eds.). Each section covered will be available on Canvas. Students will need to place the documents in historical context, analyze their contents and present their significance. A minimum of two documents must be analyzed for each assignment and students will have the option of

choosing from among each set of documents. Each analysis should be four typewritten pages in length.

The audio-visual project paper will consist of an analysis of an audio-visual piece. The work or works discussed in it can include films, dramatic performances or documentaries (I will list some audio-visual materials available in the Marriott Library), photographs or art exhibits with related publications, cartoons, and musical or oral performances or recordings. If you have any questions about what is permitted as source material, please contact me. The analysis should discuss both content and historical context and should be a minimum of six typewritten pages in length (excluding any quotes or reproductions of visuals).

The final research project should be at least 10 pages in length (double-spaced, 1-inch margins, 12-point type) on the general topic of "Asian American Encounters in the West." The title is deliberately vague to allow you to interpret the subject as you wish. The object of the paper is to research the experiences and impact that Asians have had in and on the West, whether it be the Western United States or the West as broadly conceived. I also ask that you do not write about your own ethnic group unless you are multiethnic or multiracial. In that case, we will need to discuss your particular situation. Alternative media may also be done instead of a traditional academic paper, such as podcasts, (documentary) videos, magazines, or artistic projects. If you are interested in doing an alternative form for your project, please let me know so we can discuss what would be an equivalent amount of work. We will discuss further concrete guidelines as we go along, but interviews with Asian Americans are encouraged where appropriate. The final paper is due by **5:00 pm on Monday, May 3rd.**

In all of the work for the course, assignments are graded on the basis of the cogency of the argument, the work's insight and organization, and the articulateness of the writing. Spelling and grammar count. assignments that are short or late will be down graded. You must properly acknowledge sources with footnotes or endnotes. Any quotation, paraphrase, or use of another person's theory or analysis that is not properly attributed with a footnote or endnote constitutes plagiarism.

Plagiarism is a very serious academic violation and it is the responsibility of the student to know exactly what it is. If you are unsure about what constitutes plagiarism, please refer to Section I, B. of the student code (<http://www.admin.utah.edu/ppmanual/8/8-10.html>). See also Section V on Academic Conduct and the procedures involved in cases of misconduct.

"'Plagiarism' means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Student Code, Section I, B., c.).

The offense is punishable by grade reduction, course failure and/or being brought up before the University's Academic Misconduct Committee. Academic dishonesty and misconduct is similarly punishable. If I catch you plagiarizing someone else's work, I

automatically fail the paper. Depending on the intent and severity of the offense, the teacher has the discretion to fail you for the course.

Some Other Video Resources (clicking on the title takes you to the Library listing)

Who killed Vincent Chin?

Choy, Christine. Tajima-Pena, Renee. 1990
New York, NY : Filmmakers Library
[Online Access](#)

A village called Versailles

Chiang, S. Leo, producer, film director.; Goodman, Joel (Joel Scott), composer.; Vō, Vãn-Ánh Vanessa, composer.; Guevara-Flanagan, Kristy, editor.; Young, Amy (Film editor) editor.; Kanopy (Firm); New Day Films. 2015
San Francisco, California, USA : Kanopy Streaming
[Online Access](#)

Memory of forgotten war

Liem, Deann Borshay, director, producer.; Liem, Ramsay, director, producer.; Mu Films, production company.; Channing & Popai Liem Education Foundation, (production company) 2013
Berkeley, CA : Mu Films and The Channing & Popai Liem Education Foundation
[Available at Marriott Library ARC Click Request: DVD & Blu-Ray \(DS921.6 .M456 2013 \)](#)

The cats of Mirikitani

Hattendorf, Linda.; Yoshikawa, Masa.; Mirikitani, Jimmy Tsutomu, 1920-2012.; Lucid Dreaming (Firm); Independent Television Service.; Arts Alliance America (Firm); Center for Asian American Media. 2008
New York : Arts Alliance America
[Available at Marriott Library ARC Click Request: DVD & Blu-Ray \(N6537 .M5658 C38 2008 \)](#)

A personal journey with Maya Lin, artist and architect

Films for the Humanities & Sciences (Firm); Infobase.; Public Affairs Television (Firm) 2006
New York, N.Y. : Infobase
[Online Access](#)

Schedule (subject to change)

Week I – Framing Asian American Studies

Jan. 20 Introduction – “Where I Come In”

Reading: Okihiro, Margins and Mainstreams, Ch. 1 (Marriott online)

Readings for Jan. 25th discussion]

Takaki, “The Centrality of Racism in Asian American History”* and Yanagisako, “Rethinking the Centrality of Racism in Asian American History”* (Canvas, single document)

Omi & Winant, Racial Formation in the United States (excerpts)* (Canvas)

Week II – Theoretical Issues

Jan. 25 “Racial Formation” (Discussion)

Jan. 27 Labor, Class and Gender

Readings: Chan, Asian Americans, Ch. 1 (3-23) (Canvas)

Takaki, Strangers From a Different Shore, Ch. 1 (pp. 3-19)* (Marriott online)

Documents: Labor Migration

Week III – Angel Island (Gateways)

Feb. 1 Chinese “Dreaming of Gold, Dreaming of Home”

Feb. 3 Japanese “Between Two Empires”

Readings: Chan, Asian Americans, Ch. 2 (25-42) (Canvas)

Okihiro, Margins and Mainstreams, Ch. 4 (Marriott Online)

Documents: Excerpted poems from Angel Island* (Canvas)

Week IV – Korean, Filipino, Asian Indian Migration

Feb. 8 Plantations and “Cane Fires”

Feb. 10 “Ethnic Choices”

Readings: Chan, Asian Americans, Ch. 4 (63-78)

Bulosan, America is in the Heart

Documents: Indian Migration, Philippines

1st Document Analysis Due Fri. Feb. 12th.

Week V – Anti-Asian Movements

Feb. 15 ***Presidents’ Day (no class)***

Feb. 17 “Yellow Peril,” “Americanizing” the West

Readings: Chan, Asian Americans, Chs. 3 (44-61) & 5 (81-100)

Okihiro, Margins and Mainstreams, Ch. 5

Documents: Chinese Exclusion, Rock Springs, Japanese Exclusions

Video: “Asian Americans: [Breaking Ground](#)” (Episode 1 — online access)

Week VI – Internment

Feb. 22 “Go For Broke” vs. “No-no Boys”

Feb. 24 "Quiet Americans"

Readings: Chan, Asian Americans, Ch. 6-7 (103- 142)

Document: War and Citizen

Video: "Asian Americans: [A Question of Loyalty](#)" (Episode 2 — online access)
"History and Memory" (short, Canvas)

Week VII – Cold War Effects

Mar. 1 Changing Faces, Changing Places

Mar. 3 War Brides

Reading: To be announced

Document: Cold War

Video: "Asian Americans: [Good Americans](#)" (Episode 3 — online access)

2nd Document Analysis Due Fri., Mar. 5th.

Week VIII – Civil Rights

Mar. 8 New Communities

Mar. 10 "Breaking Silences"

Readings: Chan, Asian Americans, Ch. 8 (145-165)

Video: "Asian Americans: [Generation Rising](#)" (Episode 4 — online access)

Week IX – Post-1965 Immigration

Mar. 15 New Chinatowns (**In class reports on Enclave Communities**)

Mar. 17 Refugees & Diaspora (**In class reports on Enclave Communities**)

Readings: Chan, Asian Americans, Ch. 9 (167-188)

Video: "Chan is Missing" Wayne WANG, dir.

Week X – Southeast Asian Migration

Mar. 22 Second Wave Migration

Mar. 24 Censuses & Categorization

Reading: Takaki, Strangers From a Different Shore, Ch. 13 (492-509)*

Video: "My America...or Honk if you love Buddha" Renee TAJIMA-PEÑA, dir.

Week XI – Integration

Mar. 29 The "Model Minority" Myth

Mar. 31 "Citizens and Subnations"

Reading: Palumbo-Liu, "Citizens and Subnations"*

Video: "In the Matter of Cha Jung-Hee" Deann Borshay LIEM, dir.

Week XII – Tensions

Apr. 5 Sa-i-gu

Apr. 7 "Miss Saigon"

Reading: Okihiro, Margins and Mainstreams, Ch. 2

Video: "Asian Americans: [Breaking Through](#)" (Episode 5 — online access)

Audio-Visual Project Paper Due

Week XIII – **Contemporary Issues (Gender, Diversity)**

Apr. 12 Sweatshops & Service

Apr. 14 Multiracial Community

Readings: Espiritu, Asian American Women and Men (excerpts)*

Week XIV – **Contemporary Issues (cont'd)**

Apr. 19 Adoptions & “Authenticity”

Apr. 21 What is Asian American Culture?

Readings: Nyugen & Tu, Alien Encounters (excerpts)*

Cheng, Inauthentic (excerpts)* (Canvas)

Week XV –

Apr. 26 Conclusions

Final paper/project is due by 5:00 pm on Monday, May 3rd.

RESPONSIBILITIES AND ACCOMMODATIONS

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. <http://disability.utah.edu>

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity / expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu 801-581-7776.

Veterans Center

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center: https://lgbt.utah.edu/campus/faculty_resources.php

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support Statement

Immigration is a complex phenomenon with broad impact — those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be required from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from fixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

Academic Conduct

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to

appeal such action to the Student Behavior Committee. Faculty must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 8-12.3, B. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 8-10, II. Please consult the following website for History's departmental policies on Academic Misconduct. <http://history.utah.edu/students/misconduct-policy.php>).

Accommodations Policy

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult Section Q of the University of Utah's Regulations Library, Policy 6-100: Instruction and Evaluation, which appears at: <http://regulations.utah.edu/academics/6-100.php>

Diversity Statement

The Department of History recognizes the barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin, and religion. We are committed to fostering equity, diversity, and inclusion, because it is just and because these are essential to a rich academic, intellectual, and cultural environment. Every member of this class must show respect for others. To report a bias incident, please go to: <https://inclusive-excellence.utah.edu/>

This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.