

Asian American History

21:512:231 Fall 2021

Tuesday, 2:30 pm - 5:20 pm

Bradley Hall 312

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Office Hours: Zoom by appointment

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Course Description

This course offers an introduction to the history of Asian Americans from the mid-nineteenth century to the present. Drawing from a range of interdisciplinary approaches and sources, we will explore the importance of the Asian American experience to U.S. history while also giving due consideration to the global and international forces that shaped it. In doing so, we will probe the varied experiences of people identified as “Asian Americans,” examining what it has meant to be Asian American and how it has changed over time. Students will use the experience of Asian Americans to investigate broader themes including migration, diaspora, race, labor, citizenship, community formation, war, empire, nation, and transnationalism.

Learning Objectives

- Acquire a basic knowledge of Asian American history from the mid-nineteenth century to the present including the key people, events, and ideas that have shaped this history.
- Develop critical reading skills by learning how to evaluate scholarly arguments and the evidence and reasoning behind them.
- Learn to identify and distinguish between primary and secondary sources.
- Learn historical methods to interpret primary sources.

Assignments and Grade Breakdown

Attendance and Participation	20%
2 Reading Quizzes	20%
2 Response Papers	20%
Primary Source Paper	10%
Reading Annotations	10%
Final Project	20%

Grading Scale:

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Attendance Policy

Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. You are expected to come to class fully prepared; this means that you should have completed readings/assignments and be prepared to participate actively. You will be called on during class discussion to contribute your ideas.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

I will take attendance at the beginning of every class. After three unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable, and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

Policy on Academic Integrity (Cheating and Plagiarism)

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

Generally speaking, it is a violation of the academic integrity code to:

- Use someone else’s words or ideas without attribution
- Copy content from someone else’s paper, quiz, or exam
- Have someone else complete course assignments

The university's policy on academic integrity is available here: <http://academicintegrity.rutgers.edu/>

Names and Pronouns

An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by she/her/hers). Please feel free to let me know your name and/or the pronouns you use at any time.

Class Rules

I expect students to behave in a manner that shows respect for the civic community: for others’ needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,

- no use of computers or laptops for any purpose except to take notes or review assigned readings under discussion,
- no working on other course homework.

Technology Rules

Students may use laptops and tablets during class for class-related activities only. If I learn that students are using these devices for any other purpose, I may impose further restrictions. Students are also prohibited from listening to any other device in this class that has not received prior authorization. Further, do not keep headphones in your ears even if you are not listening to anything. In essence, you are in class approximately 3 hours a week. Please be present and prepared when you are here.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

For Technology Resources: <https://coronavirus.rutgers.edu/technology-resources-for-students>
Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. This resource is available to students free of charge, and you can advantage of their services to strengthen your reading, writing, and research skills.

COURSE SCHEDULE

All required readings are available on Canvas. Films can be accessed through the Rutgers library website or a streaming platform.

*Readings may be subject to change during the semester.

Week 1

9/2 Introduction – Who is Asian American?

<https://www.library.unsw.edu.au/study/information-resources/primary-and-secondary-sources>

Week 2

9/9 Early Chinese Immigration and Race in Early America

- *Chinese English Phrasebook* (1875)
- Madeline Hsu, *Dreaming of Gold, Dreaming of Home*, 16-54.

DUE: Response Paper#1 to *Race: Power of an Illusion* (Part II)

Week 3

9/16 The “Chinese Must Go” and the Beginnings of Exclusion

- *Samuel Gompers Racializes Chinese American Labor* (1902).
- Mae Ngai, “That Chinese Girl,” 43-57.
- Erika Lee, “The Chinese Are No More,” 75-112.

Week 4

9/23 Japanese and South Asian Immigration

- Vivek Bald, “American Orientalism,”
<https://www.dissentmagazine.org/article/american-orientalism>
- Erika Lee, “Japanese Immigrants and the Yellow Peril,” 109-136.
- The Asiatic Exclusion League Argues That Asians Cannot Be Assimilated (1911).

Week 5

9/30 Exclusion and Citizenship Denied

- Ian Haney-Lopez, *White By Law*, 56-77
- Watch *Race: Power of An Illusion* (Part III)

DUE: Primary Source Paper on *The Cheat* (1915).

Week 6

10/7 American Colonialism in Hawai’i and the Philippines

- Mae Ngai, “From Colonial Subjects to Undesirable Aliens,” 96-126.
- Daniel Immerwahr, “Shouting the Battle Cry of Freedom,” 88-107.
- Noenoe K. Silva, “The 1897 Petitions Protesting Annexation” (1897).

Week 7

10/14 World War II and Japanese Internment

- John Dower, *War without Mercy*, Chapter 3, “War Crimes and War Hate.”
- “How to Tell Japs from the Chinese” (1941).
- *Korematsu v. United States* (1944)

Week 8

10/21 Korean War and Migration

- Arissa Oh, “A New Kind of Missionary Work,” *Women’s Studies Quarterly* (2005).
- Ji-Yeon Yuh, “Out of the Shadows: Camptown Women, Military Brides, and Korean (American Communities).
- Watch: *First Person Plural* (2020)

Week 9

10/28 Southeast Asian Wars and Refugee Communities

- Viet Thanh Nguyen, “Black-eyed Woman”
<https://electricliterature.com/black-eyed-women-by-viet-thanh-nguyen/>
- Eric Tang, “Collateral Damage: Southeast Asian Poverty in the United States,” 454-474

Week 10

11/4 Inventing the Model Minority

- William Petersen, “Success Story, Japanese American Style,” *New York Times Magazine*, 9 January 1966, 20-21, 33, 36, 38,40-41, 43.
- “Success Story of One Minority Group in U.S.,” *U.S. News and World Report*, 26 December 1966, pp. 73-76.
- “Orientals Find Bias Is Down Sharply in U.S.,” *New York Times*, December 13, 1970.
- “Asian-Americans: A ‘Model Minority,’ *Newsweek*, 6 December 1982, pp. 40-51
- David A. Bell, “The Triumph of Asian-Americans: America’s Greatest Success Story,” *New Republic*, 15 and 22 July 1985, pp. 24-31

Week 11

11/11 Asian American Civil Rights

- Sucheng Chan, “Asian Americans Struggle for Civil, Political, Economic, and Social Rights,” 221-232.
- Glenn Omatsu, “The ‘Four Prisons’ and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s.”

Week 12

11/18 Post-Civil Rights Asian America

- Elaine Kim, “Home is Where the Han is: A Korean American Perspective on the Los Angeles Upheavals.”
- Helen Zia, “Detroit Blues: “Because of you Motherfuckers,” 35-54.

DUE: Response Paper#2 to *Who Killed Vincent Chin?*

Week 13

11/25 Thanksgiving Recess – No class!

Week 14

12/2 Contemporary Asian America

- Amy Chua, “Why Chinese Mothers are Superior” (2011).
<https://www.wsj.com/articles/SB10001424052748704111504576059713528698754>
- Wesley Yang, “Paper Tigers” (2011).
<https://nymag.com/news/features/asian-americans-2011-5/>
- Martin Manalansan, “Searching for Community: Filipino Gay Men in New York City.”
- Sunaina Maira, “Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States after September 11th.”

Week 15

12/9 Final Project Due