

GLAS 490: Asian Diasporas in Latin America (72777)

3 Credit Hours

Spring 2020

TuTh 3:30-4:45 PM, Behavioral Sciences Building 215

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Office Hours: 11:15-12:15 TuTh, 1009 UH

Interested in minoring in GLAS? Please see this webpage <https://glas.uic.edu/academics/minor-requirements/> and get in touch with Professor Anna Guevarra, guevarra@uic.edu.

Professor Guevarra is hosting a weekly “Chai Guevarra” hour, Wednesday 4-5, UH 1050. Come chill, study, and have a break with a warm cup of tea, some sweets, and the company of a beautiful community.

Web Page or Blackboard

uic.blackboard.com

Course Description, Goals, and Objectives

This course examines migration of Chinese, Japanese, Korean, and Middle Eastern peoples to Latin America over the course of the nineteenth and twentieth centuries. It considers these migrations along thematic lines: 1) labor migration; 2) transnational networks and community building; 3) racialization and racism; 4) “serial migration” and “return migration” and 5) questions of identity. In doing so, it will ask that students think about how migration and race look differently outside of the United States, and consider Latin America as a site of transnational exchange.

COURSE MATERIALS

Required Texts

There are no required textbooks. All articles listed below are required readings unless otherwise noted and on the blackboard page, uic.blackboard.com.

COURSE POLICIES

Attendance Policy

I will take attendance at the beginning of each class period. If students are unable to attend class, I encourage them to get in touch with the professor, make up the notes from other students, and come back to class as soon as they are able. However, I will not “excuse” absences or otherwise provide points for missing class, after the first two. There are a few reasons for this. The first is mathematical: missing one or a couple of classes has an infinitesimal effect on final grades, and only really matter in the aggregate (e.g. a student misses half the semester). The second is that

I'm not able to adjudicate who can/cannot come to class for any particular reason, and it an improper use of our time and unfair to other students to ask me to do so. The third is that, no matter the reason, if you miss class no learning is taking place. Thus, it's most important to encourage you to come back as soon as you can.

In addition to coming to class, I expect students to be prepared and active in class, having done the reading and able to speak on course material, and be fully present (i.e. not distracted on laptops and computers). Both attendance and participation factor into the attendance and participation grade: you don't just get points for showing up.

Policy for Missed or Late Work

All students will be able to use one seven-day extension for any assignment. Otherwise, no extensions will be given. Assignments that are not visible (i.e. wrong or corrupted file, blank document, corrupted hard drive, etc.) are considered not turned in and thus late – it is the student's responsibility to make sure assignments are visible. Late assignments will be penalized 6.6% per twenty-four hours they are late.

Electronic Communication

I will try to respond to email within 24 to 48 hours but am not likely to respond during the evenings or on the weekend. If time has passed and you haven't received a response, please follow up.

Academic Integrity Policy

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>

RELIGIOUS HOLIDAYS

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

<https://oae.uic.edu/religious-calendar/>

ACADEMIC DEADLINES

As they apply to 15-week terms or summer sessions, see https://registrar.uic.edu/registration/policies_procedures.html

DISABILITY ACCOMMODATION

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

COURSE REQUIREMENTS, METHODS OF EVALUATION, & GRADING POLICIES

The final grade will depend upon attendance and participation (15%), reading presentations (10%), two response papers (20% each, 40% total), and a research paper and presentation (25% and 10%, respectively, 30% total).

Participation: Attendance is required for every class. All absences are unexcused – after the first two, they will start to negatively affect the participation grade. In addition, students are asked to prepare the readings in advance and actively participate in discussions – the participation grade will be more weighted towards participation than attendance. If students are shy or otherwise unwilling to participate in class, they may email summaries of the reading to count towards their participation grade. If you miss a class, be sure to ask a classmate for the notes on Canvas.

Reading Presentations: These are five-minute presentations on the major points of the reading (particularly the **argument**, or the main takeaway point from the reading) and perhaps one to two questions for discussion. Then, what sections of the reading jumped out at you and why? A good option would be to compare it to past readings (“how does the argument of this reading compare to the argument of the last one?”), or to major themes of the course (diaspora, transnationalism, racialization and racism, gender and family, etc.), or to compare it to your personal story, or to ask for reactions (“does this part of the argument make sense, and is it supported by the evidence?”). Avoid asking yes/no or factual questions. You will be asked to do three over the course of the semester. Feel free to come to **office hours** if you want to go over your presentation before class. If you miss your assigned day, you will receive no points for that presentation and will not be able to make up this part of the grade.

Response Papers: these four- to five-page will ask that you answer a question using evidence from the readings and lectures. Two questions will be distributed one week before the deadline; you are only required to write on one question per essay.

Research Paper: Using scholarly articles and books, you will write an eight- to ten-page paper on a topic related to the course theme of Asian Diasporas in Latin America, as well as give a fifteen- to twenty-minute presentation in class. Student presentations will take place during Weeks 14 and 15; the final paper will be due in lieu of a final exam.

All written assignments must be double-spaced, written in 12-point font, with one-inch margins. Please don't change the spacing or margins on your essay.

*Midterm Grades

In an effort to provide students with feedback and support, and in keeping with university and/or program policies, faculty should report midterm grades. You may wish to provide in writing an explanation of what the student's midterm grade implies for his/her overall success in the class and include an invitation to consult with you or a TA concerning the grade. You can refer the student to the following website and to other support units (see below):

http://tigger.uic.edu/depts/oaadvising/student_midterm.html

GRIEVANCE PROCEDURES

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

CALENDAR OF MAJOR COURSE EVENTS AND DEADLINES

Date	Reading
Week 1: Concepts	
1/14	Introduction "Chinese Communities in Mexico"; "Dreamland or Homeland: The Venezuelan Chinese Dilemma"; "Latin Asians"
1/16	Erika Lee, "Orientalisms in the Americas: A Hemispheric Approach to Asian American History"
Week 2: Concepts (Continued) and Historical Overview	
1/21	Chisu Teresa Ko, "Toward Asian Argentine Studies"
1/23	Evelyn Hu-DeHart and Kathleen López, "Asian Diasporas in Latin America and the Caribbean: An Historical Overview"
Week 3: Labor: The Coolie Trade	
1/28	Kathleen López, "Coolies" in <i>Chinese Cubans: A Transnational History</i>
1/30	Ana Paulina Lee, "Performing Yellowface and Chinese Labor" in <i>Mandarin Brazil: Race, Representation, and Memory</i>
Week 4: Laborers and Merchants	
2/4	"The Latin American Pioneers" in <i>The Japanese in Latin America</i>
2/6	Evelyn Hu-DeHart, "Huagong and huashang: The Chinese as Laborers and Merchants in Latin America and the Caribbean"
Week 5: Laborers and Merchants / Transnational Networks and Community Building	
2/11	Teresa Alfaro Velcamp, "Turco Sojourners Come to Porfirian Mexico" in <i>So Far from Allah, So Close to Mexico</i>

	Screening of “Yo Soy Coreana: Migration and Immigrant History in Mexico”
2/13	Robert Chao Romero, “Transnational Chinese Immigrant Smuggling to the United States via Mexico and Cuba, 1882-1916”
Week 6: Transnational Networks and Community Building	
2/18	Stacy Fahrenthold, “Mashriq and Mahjar: A Global History of Syrian Migration to the Americas” in <i>Between the Ottomans and the Entente</i> Response Paper #1 Due
2/20	Lok Siu, “Queen of the Chinese Colony: Gender, Nation, and Belonging in Diaspora”
Week 7: Transnational Networks and Community Building / Racialization and Racism	
2/25	Ignacio Klich, “Arab-Jewish Coexistence in the First Half of 1900s’ Argentina: Overcoming Self-Imposed Amnesia” in <i>Arab and Jewish Immigrants in Latin America: Images and Realities</i>
2/27	Robert Chao Romero, “El Destierro de los Chinos”: Popular Perspectives of Chinese-Mexican Interracial Marriage in the Early Twentieth Century”
Week 8: Racialization and Racism	
3/3	Lok Siu, “Home at the Intersection of Nations: Between Panama, China, and the United States” in <i>Memories of a Future Home: Diasporic Citizenship of Chinese in Panama</i>
3/5	Jeff Lesser, “Machine Guns and Honest Faces: Japanese-Brazilian Ethnicity and Armed Struggle, 1964-1980” in <i>A Discontented Diaspora: Japanese Brazilians and the Meanings of Ethnic Militancy, 1960-1980</i> Screening of “Tem Pagode no Maru”
Week 9: Racialization and Racism	
3/10	Seiichi Higashide, <i>Adios to Tears: The Memoirs of a Japanese-Peruvian Internee in U.S. Concentration Camps</i> , 113-154 (Optional) Japanese Peruvian Oral History Project Excerpts, https://njahs.org/confinementsites/japanese-peruvian-oral-history-excerpts/
3/12	John Tofik Karam, “Crossing the Americas: The U.S. War on Terror and Arab Cross-Border Mobilizations in a South American Frontier Region”
Week 10: “Serial Migration” and “Return Migration”	
3/17	Takeyuki Tsuda, “Transnational Migration and the Nationalization of Ethnic Identity among Japanese Brazilian Return Migrants” Screening of <i>One Day We Arrived in Japan</i> (Selections)
3/19	Joo Jong-Taick, “Korean Return Migrants from Brazil: Ethnic and Economic Aspects” Korean Latin Americans: Their Experience at a Korean University (Youtube) Response Paper #2 Due

Week 11: “Serial Migration” and “Return Migration”	
3/31	Kathleen López, “Revolution and Remigration” in <i>Chinese Cubans: A Transnational History</i> Screening of Dai Sil Kim-Gibson, <i>Motherland: Cuba Korea USA</i>
4/2	Ryan Masaaki Yokota, “Ganbateando: The Peruvian Nisei Association and Okinawan Peruvians in Los Angeles” in <i>Transnational Crossroads: Remapping the Americas the Pacific</i> Ryan Masaaki Yokota, “The Japanese Peruvian Community of Chicago” (Optional) (http://www.discovernikkei.org/en/journal/2016/7/21/japanese-peruvian-chicago/)
Week 12: Identity	
4/7	John Tofik Karam, “Turcos in the Mix: Corrupting Arabs in Brazil’s Racial Democracy”
4/9	Isabelle Lausent-Herrera, “Tusans (tusheng) and the Changing Chinese Community in Peru” Screening of <i>The Fall of Fujimori</i> (selections)
Week 13	
4/14	Jeff Lesser, “From Japanese to Nikkei and Back: Integration Strategies of Japanese Immigrants and Their Descendants in Brazil” in <i>Displacements and Diasporas</i>
4/16	Zelideth María Rivas, “Negotiating Mixed Race: Projection, Nostalgia, and the Rejection of Japanese-Brazilian Biracial Children”
Week 14: Case Studies and Memoirs	
4/21	Monica Cinco Basurto, “China in Mexico: Yesterday’s Encounter and Today’s Discovery” Student Presentations
4/23	Lok Siu, “Lessons from the Field: Being Chinese American in Panama” Student Presentations
Week 15: Case Studies and Memoirs	
4/28	Stephanie Li, “In Search of My Ombligo” Student Presentations
4/30	NPR: Being Asian and Latino, LatinoUSA Student Presentations

UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don’t hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on

campus. You can get a referral to the right place, or help on the spot, from concerned advisor in the Undergraduate Success Center (USC) at usc@uic.edu.

See also:

The Writing Center, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information.

The UIC Library

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

Public Computer Labs

These labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to www.accc.uic.edu/pclabs. NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

The Academic Center for Excellence can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

Campus Advocacy Network

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at TitleIX@uic.edu or (312) 996-5657.

CAMPUS SECURITY

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the **POLICE/STUDENT** patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Consult the following for more information: <http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. (<http://sms.accc.uic.edu>). Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information contact: <http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>

Emergency Response Recommendations

The emergency response guide can be found at the following website: https://www.ready.uic.edu/emergency_guide It is encouraged that you to review this website and guide as well as the campus building floor plans website within the first 10 days of class. <https://fimweb.fim.uic.edu/Home.aspx>.

Asians in the Americas Reading List (Monographs and Edited Volumes)

This list is meant to be suggestive, not exhaustive, and does not include many good articles, dissertations, and chapters in edited volumes, or books in Spanish or Portuguese. Be sure to check the library's website for additional suggestions.

Regional

Walton Look Lai and Chee-Beng Tan (eds.), *The Chinese in Latin America and the Caribbean*

Chee-Beng Tan, *Routledge Handbook of the Chinese Diaspora*

Zelideth María Rivas and Debbie Lee-DiStefano, *Imagining Asia in the Americas*

Ignacio Klich and Jeffrey Lesser, *Arab and Jewish Immigrants in Latin America: Images and Realities*

Nicola Foote and Michael Goebel (eds.), *Immigration and National Identities in Latin America*

Daniel Masterson and Sayaka Funada-Classen (eds.), *The Japanese in Latin America*

Elliott Young, *Alien Nation: Chinese Migration in the Americas from the Coolie Era through World War II*

Wanni W. Anderson and Robert G. Lee (eds.), *Displacements and Diasporas: Asians in the Americas*

Luisa Marcela Ossa et al. (eds.), *Afro-Asian Connections in Latin America and the Caribbean*

Luz M. Martínez Montiel, *Asiatic Migrations in Latin America*

Mexico

Robert Chao Romero, *The Chinese in Mexico, 1882-1940*

Jason Chang, *Chino: Anti-Chinese Racism in Mexico, 1880-1940*

Fredy González, *Paisanos Chinos: Transpacific Politics among Chinese Immigrants in Mexico*

Julia María Schiavone Camacho, *Chinese Mexicans: Transpacific Migration and the Search for a Homeland, 1910-1960*

Grace Delgado, *Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the U.S.-Mexico Borderlands*

Jerry García, *Looking Like the Enemy: Japanese Mexicans, the Mexican State, and U.S. Hegemony, 1897-1945*

Selfa A Chew, *Uprooting Community: Japanese Mexicans, World War II, and the U.S.-Mexico Borderlands*

Teresa Alfaro Velcamp, *So Far From Allah, So Close to Mexico: Middle Eastern Immigrants in Modern Mexico*

Camila Pastor, *The Mexican Mahjar: Transnational Maronites, Jews, and Arabs under the French Mandate*

Verónica Castillo-Muñoz, *The Other California: Land, Identity, and Politics on the Mexican Borderlands*

Tatiana Seijas, *Asian Slaves in Colonial Mexico: From Chinos to Indians*

Cuba/Caribbean

Kathleen López, *Chinese Cubans: A Transnational History*

Lisa Yun, *The Coolie Speaks: Chinese Indentured Laborers and African Slaves in Cuba*

Miriam Herrera Jerez et al, *Contested Community: Identities, Spaces, and Hierarchies of the Chinese in the Cuban Republic*

Ignacio López-Calvo, *Imagining the Chinese in Cuban Literature and Culture*

Moon-Ho Jung *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*
Adrian Hearn, *Diaspora and Trust: Cuba, Mexico, and the Rise of China*
Walton Look Lai, *Indentured Labor, Caribbean Sugar: Chinese and Indian Migrants to the British West Indies, 1838-1918*
Walton Look Lai, *The Chinese in the West Indies, 1806-1995: A Documentary History*
Anne-Marie Lee-Loy, *Searching for Mr. Chin: Constructions of Nation and the Chinese in West Indian Literature*

Peru

Ignacio López Calvo, *Dragons in the Land of the Condor: Writing Tusán in Peru*
Adam McKeown, *Chinese Migrant Networks and Cultural Change: Peru, Chicago, and Hawaii*

Central America

Lok Siu, *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*
Nancie González, *Dollar, Dove, and Eagle: One Hundred Years of Palestinian Migration to Honduras*

Bolivia

Taku Suzuki, *Embodying Belonging: Racializing Okinawan Diaspora in Bolivia and Japan*

Brazil

Jeff Lesser, *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil*
John Tofik Karam, *Another Arabesque: Syrian-Lebanese Ethnicity in Neoliberal Brazil*
Jeff Lesser, *A Discontented Diaspora: Japanese Brazilians and the Meanings of Ethnic Militancy, 1960-1980*
Jeff Lesser (ed.), *Searching for Home Abroad: Japanese Brazilians and Transnationalism*
Ana Paulina Lee, *Mandarin Brazil: Race, Representation, and Memory*
Takeyuki Tsuda, *Strangers in the Ethnic Homeland: Japanese Brazilian Return Migration in Transnational Perspective*
Daniela De Carvalho, *Migrants and Identity in Japan and Brazil: the Nikkeijin*