

**GLAS/HIST 210**  
**Critical Issues in Asian American History**

**Fall 2019**

Tue. & Thur. 2:00-3:15 / Taft Hall 204  
University of Illinois at Chicago

Dr. Michael Jin  
UH 1012

Office Hours: Tue. 12:30-1:30 & by appointment  
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**COURSE DESCRIPTION**

What does it mean to be an Asian American? This course examines Asian American history from the nineteenth century to the present in larger national, cross-racial, and transnational contexts. We will scrutinize and challenge the conventional understanding of Asian Americans as communities of immigrants and their descendants within the United States. Our topics include race relations, migration, war, colonialism, assimilation, gender ideology, social movement, multiracial identity, family and community life, and cultural representations in Asian American experiences across racial, ethnic, and national boundaries. Rather than focusing exclusively on historical narratives of selected Asian American “ethnic” groups, we will examine how race, gender, class, sexuality, and other historical issues have shaped the formation of complex and diverse identities and representations of Asian Americans and Pacific Islanders in the United States and beyond.

**REQUIRED COURSE MATERIALS**

- Lon Kurashige and Alice Yang, eds., *Major Problems in Asian American History: Documents and Essays*, Second Edition (2017): available at the UIC Bookstore
- Course reader: PDFs available at the Blackboard course website (<https://uic.blackboard.com>)

**GRADED EVENTS**

Class Attendance and Participation:	15%
2 Short Response Papers:	30%
Reflective Essay	10%
Midterm Exam	20%
Final Exam	25%

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

**DESCRIPTION OF GRADED EVENTS**

**Mindful Reading, Wakeful Attendance, and Active Participation.** Participation in class is crucial. We will have small and large group discussions throughout the semester. You will complete the assigned reading before each class session and come prepared to share your observations, reflections, and questions. Through your active contribution to class discussions, you will get to know your classmates on a deeper level—as intellectual comrades in a common search for truth and knowledge.

We will consider material in class that enhances but does not duplicate the course reading; therefore, attendance and selective (not compulsive) note-taking are essential. You are expected to attend ALL class sessions. From September 10 to December 5, each student is allowed to miss up to six class meetings to deal with emergencies, illnesses, family events or obligations, extracurricular activities, etc. However, you will not pass the course if you miss more than six class meetings during those thirteen weeks without advanced permission or evidence of a severe emergency. Students should inform the instructor at the beginning of the semester of any absences for observing religious holidays\*, participation in intercollegiate sports, or university-sponsored travel.

\*Please see the Class Policies section below for information about religious holidays.

To help you stay current on the class reading, there periodically will be unannounced in-class quizzes. There will be no make-up quizzes.

**Writing Assignments.** In addition to close reading and active participation in class discussions, each student must complete all of the following writing assignments in order to pass the course:

- 2 Short Response Papers (15% each, total of 30%). Each paper will be an analytical essay of 3 printed double-spaced pages drawing on material in course readings. Detailed instructions will be provided separately. **Due Dates: September 10 & October 8.** Please submit a hard copy of each paper in person at the beginning of class on the respective due date.
- Midterm Exam (20%) This will be an in-class essay focusing on selected topics related to material in course readings, lectures, class discussions, and other related sources. Detailed instructions will be provided separately. **Exam Date: October 24**
- Short Reflective Essay (10%). This will be a short paper in which you will articulate your engagement with the topics discussed in the course. Detailed instructions will be provided separately. **Due Date: November 26.** Please arrange to submit a hard copy of your paper to Prof. Jin's office by 2:00PM.
- Final Exam (25%). This will be a set of take-home essays focusing on selected topics related to material in course readings, lectures, and other related sources. Detailed instructions will be provided separately. **Due Date: December 9.** Please arrange to submit a hard copy of your exam to Prof. Jin's office by 12 Noon.

**Do not even think about turning your assignments in late.**

Late and/or electronic submissions will not be accepted. Please read the class schedule carefully and note the deadlines. You are expected to plan your time around the demands of your other classes, jobs, family events or obligations, extracurricular activities, etc. If you have an illness or an extreme emergency that will force you to miss a deadline, you need to email me—in advance whenever possible—a written explanation and a firm deadline by which you will be able to complete the assignment. You also will have to furnish documentation (e.g. a doctor's note, a police report, etc.) verifying your illness or emergency. Please note that if you cannot complete an assignment before I return papers with feedback, I will not be able to accept your work at all.

## TOOLS AND RESOURCES

The following resources are available at the Blackboard course website:

- Course syllabus, which includes the class schedule and reading assignments
- Electronic course reader containing assigned texts (in PDFs)
- Writing assignment prompts and instructions
- Prof. Jin's grading system
- Tips on conducting close and analytical reading
- Tips on writing a good analytical paper

- Tips on emailing your professors and professional peers
- Information about the Global Asian Studies Program and GLAS Minor
- Announcements on campus events, extra-credit opportunities, future courses, etc.

The following are **NOT** available on Blackboard:

- Option to submit an assignment electronically (you are required to submit a hard copy of each writing assignment)
- Course-related announcements (e.g. changes to assignments, etc.) that have been made in class
- Grades (please contact me to discuss your grades and/or your progress in the course)
- Any personal information

## **CLASS POLICIES**

Please see the UIC Student Handbook (<http://dos.uic.edu/handbook.shtml>) for general university policies.

### **Academic Integrity**

By enrolling in the university, students are automatically agreeing to abide by its policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the UIC community. Plagiarism and cheating contradict these values, and so are serious academic offenses. Penalties include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices. For more information, consult the current university guidelines for academic integrity.

### **Classroom Etiquette**

We expect you to conduct yourself with respect for your fellow students, respect for your instructors, and respect for the money you (and your fellows) are paying for your education. That means arriving on time and staying until the end of class (if you have to leave early, please let the instructor know before class begins). That means staying focused on the lecture presentation and questions from other students. Disruptive behavior, such as talking during the lecture, texting, sleeping, arriving late, leaving early, and abusive language, will not be tolerated. Please refer to the UIC Student Conduct Process (<http://dos.uic.edu/studentconductprocess.shtml>) for a more complete treatment of your rights and responsibilities while in class.

### **Electronic Devices**

Students may use laptops or tablet computers in class to access assigned readings that have been previously downloaded. Students may also use their laptops or tablet computers to take notes, although I strongly encourage you to take notes by hand (studies offer ample evidence that taking notes by hand helps you retain information much more effectively than taking notes digitally). Other electronic devices, including phones, **must be turned off before class and kept out of sight during class time**. Also, access to the Internet during class time is strictly prohibited.

While I believe that technology is a great tool for learning and students are better served learning how to use their devices productively, I will ban electronic devices outright if I find even one student abusing the privilege.

### **Missed Classes**

It is your responsibility to come to class regularly. I will not provide lecture notes or repeat any part of a lecture in my office. (**Do not ask me to tell you what you've missed in class.**) If you miss class, ask a classmate for class notes. After you've studied your friend's notes, you are welcome to visit my office hours to ask any question you may have.

### **No Recording**

Students may not use a recording device in class without my specific permission. If you are caught recording any part of the class lecture without having obtained my permission, you will face serious sanctions.

### **Religious Holidays**

Students who wish to observe their religious holidays shall notify the faculty member by the end of the first week of the semester of the exact date when they will be absent. If an examination or assignment is due during the absence, the instructor will provide an alternative deadline or an appropriate make-up assignment.

### **Academic Calendar and Deadlines**

Please see the UIC Academic Calendar for important deadlines:

<https://catalog.uic.edu/ucat/academic-calendar/>

### **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.>

### **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://oe.uic.edu/>.

## CLASS SCHEDULE

The class schedule, topics, and assignments may be modified at the instructor's discretion depending on events that occur throughout the semester.

- August 27 (T)                      Course Introduction
- Syllabus
- August 29 (R)                      Multiple Meanings of “Asian American”
- Major Problems*
- Preface, xvii-xix
  - CH 1: entire
- Reader*
- Russell C. Leong, “Before and After Orientalism: From The Oriental School to Asian American Studies”
- September 3 (T)                      Beginnings: Multiple Crossings
- Major Problems*
- CH 2: entire
- Reader*
- Erica Lee, “*Los Chinos* in New Spain and Asians in Early America”
- September 7 (R)                      Writing Workshop
- Reader*
- Lundsford and Ruszkiewicz, “Everything is an Argument” and “Academic Arguments”
- September 10 (T)                      *My America... or Honk If You Love Buddha* (Renee Tajima-Peña)
- Response Paper 1 due**
- September 12 (R)                      The Pacific Rim: An American Western History
- Reader*
- Gary Okihiro, “Oceania’s Expanse” and “Hawaiian Mission”
  - David Chang, “Borderlands in a World at Sea: Concow Indians, Native Hawaiians, and South Chinese in Indigenous, Global, and National Spaces”
  - Erika Lee, “Coolies”
- September 17 (T)                      Empires: Manifest Destiny Beyond Continent
- Major Problems*
- CH 4: 98-100; Documents 3-5 (102-109); Kramer (123-130)
- Reader*
- Gary Okihiro, “Tropical Plantation” and “Tropical Fruit”
  - Dorothy Fujita Rony, “Empire and Migration”
- September 19 (R)                      *Hawai’i’s Last Queen*
- September 24 (T)                      Confronting Exclusion, Orientalism, and Imperialism
- Major Problems*
- CH 3: entire
  - CH 4: Documents 6-9; Azuma

September 26 (R)            New “Oriental Problems”

*Major Problems*

- CH 5: entire
- CH 6: 164-169; Documents 1, 3-7; Baldoz; Arvin

*Reader*

- Mae Ngai, “Architecture of Race in American Immigration Law”

October 1 (I)                War, Race, and Citizenship

*Major Problems*

- CH 8: entire

*Reader*

- Michi Weglyn, “Hostages”

October 3 (R)                Memory Politics and Redress Campaigns

*Major Problems*

- CH 14: entire

*Reader*

- “Brief *Amicus Curie* of Fred Korematsu”

October 8 (I)                History and Memory: Discussion

**Response Paper 2 due**

October 10 (R)              Asian Americans and the Cold War

*Major Problems*

- CH 10: 301-302; Documents 1-5; Cheng (315-322)

*Reader*

- Ramsey Liem, “History, Trauma, and Identity: The Legacy of the Korean War”
- Ji-Yeon Yuh, “Camptown, USA”

October 15 (I)                *First Person Plural* (Deann Borshay Liem)

*Major Problems*

- CH 10: Document 6; Oh (322-327)

*Reader*

- Eleana J. Kim, “The Origins of Korean Adoption: Cold War Geopolitics and Intimate Diplomacy”

October 17 (R)              Post-1965 Asian America

*Major Problems*

- CH 12: 373-375; Documents 1, 4-7; Guevarra (393-399)
- CH 11: Documents 8-9; E. Wu (367-371)

*Reader*

- Sucheng Chan, “Why Are There So Many Asian-ancestry Engineers and Scientists?”
- “Special Immigrants Issue: The Changing Face of America,” *Time*

October 22 (I)                Reading Day

October 24 (R)                Midterm Exam

October 29 (T)                    The Asian American Movement: Issues and Problems  
*Major Problems*

- CH 11: 329-331; Documents 1-7; Wu

*Reader*

- Yoko Yoshikawa, “The Heat is on *Miss Saigon* Coalition: Organizing Across Race and Sexuality”
- Ruthann Lee, “Queer Theory and Anti-Racism Education: Politics of Race and Sexuality in the Classroom and Beyond”
- Vijay Prashad, “Kung Fusion: Organize the ‘Hood’ Under I-Ching Banners”

October 31(R)                    *Who Killed Vincent Chin?* (Renee Tajima)

November 5-12                    No Class (Prof. Jin is at a conference)

November 14 (R)                    Asian Americans and Inner-City Race, Gender, and Class Relations  
*Major Problems*

- CH 12: Document 2-3; Chang (399-404)

*Reader*

- Itabari Njeri, “Sushi and Grits: Ethnic Identity and Conflict in a newly Multicultural America”
- “They were kids during the L.A. riots” and “Look what happens when we don't talk to each other! Korean American filmmakers' L.A. riots stories,” *Los Angeles Times*

November 19 (T)                    *A Village Called Versailles* (S. Leo Chiang)

November 21 (R)                    Refugees and Asian Diasporas

*Major Problems*

- CH 13: entire

*Reader*

- Viet Thanh Nguyen, “On Victims and Voices”
- “The Global Refugee Crisis, Region by Region,” *New York Times*

November 26 (T)                    Reading Day

**Reflective Essay Due.** Please arrange to submit a hard copy of your essay to Prof. Jin’s office (UH 1012) by 2PM.

November 28 (R)                    No Class (Thanksgiving)

December 3 (T)                    Asian Americans and National Security

*Major Problems*

- CH 15: entire

*Reader*

- Evelyn Alsultany, “The Prime-Time Plight of the Arab Muslim Americans after 9/11: Configuration of Race and Nation in TV Dramas”
- Nadine Naber, “Look, Mohammed the Terrorist is coming’: Cultural Racism, Nation-Based Racism, and the Intersectionality of Oppressions after 9/11”

December 5 (R)                    What Does It Mean to Be an Asian American?

*Reader*

- “Your e-mails: Defining the Asian-American experience,” CNN.com

**Take-Home Final Due 12:00 Noon on Monday, December 9. Please arrange to submit a hard copy of your complete exam to Prof. Jin’s office (UH 1012).**