

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

**Fall 2020**  
University of Illinois at Chicago

MW 9:30AM-10:45AM

Dr. Michael Jin  
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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.

This is a hybrid course that will be taught in a synchronous/asynchronous manner. In general, we will meet as a class once a week for a live session via Zoom during assigned class time. Students are expected to use asynchronous sessions on their own to engage with the assigned reading, watch assigned films, and complete weekly writing assignments. Please see the Class Schedule section below to note the dates of synchronous and asynchronous sessions.

**REQUIRED COURSE MATERIALS**

All of the required reading assignments are available on electronic reserve, which student can access via Blackboard (<https://uic.blackboard.com>).

**GRADED EVENTS**

Weekly Reading Reponses:	50%
Student Hours Participation:	10%
Short Reflective Paper	15%
Final Paper	25%

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

**DESCRIPTION OF COURSE ACTIVITIES**

**Reading Responses (50%)**

Each week, you will conduct close reading of the assigned texts and complete a short reading response. Each reading response will consist of short answers (up to a paragraph per answer) to the questions provided by the instructor. These questions will be posted on Blackboard in advance. You may type or handwrite your

answers and turn them in via Blackboard on your computer or mobile device. Please see the Class Schedule section below for the deadline of each reading response. You should complete at least **ten** out of twelve reading responses by the end of the semester. For each reading response, you will earn up to 5 points. Your ten best reading responses will be used to determine your total score (up to 50) for this component of the course grade (50%).

### **Class Sessions**

All class sessions will be conducted remotely, either asynchronously or synchronously. During asynchronous class sessions, you will work individually to engage with the assigned reading, watch lecture videos or assigned films, and complete reading responses. Synchronous classes will take place during class time live via Zoom on most Wednesdays. You will complete the weekly assigned reading (or as much of it as possible) before attending each live class meeting. During each synchronous session, I will provide the context for the weekly topic and assigned reading. You may join each Zoom meeting on your computer or your mobile device. The link will be provided via Blackboard and email. Attendance is not required (except the “Student Hour” sessions: please see the description below), but you are strongly encouraged to attend all synchronous meetings. We will consider material in class that enhances but does not duplicate the course reading; therefore, attendance and selective (not compulsive) note-taking will help you do better in this course.

**Writing Assignments.** In addition to weekly reading responses, each student must complete the following writing assignments in order to pass the course:

- A Reflective Paper (15%). This will be a short essay in which you will articulate your engagement with the topics discussed in the course. Detailed instructions will be provided separately. **Due Date: November 16.**
- Final Paper (25%). This will be an essay of approximately 5 typed, double-spaced pages focusing on selected topics related to material in course readings, lectures, and other related sources. Detailed instructions will be provided separately. **Due Date: December 11.**

### **Student Hours (10%)**

“Student hours” are informal drop-in discussion sessions that will take place during synchronous class meetings on the following days: September 16, October 7, October 21, and December 2. During the student hours, you are welcome to ask me any questions and share your thoughts on the course material with your classmates. Your attendance and participation in each student hour session will count for 2.5% (total of 10%) of your course grade.

## **TOOLS AND RESOURCES**

The following resources are available at the Blackboard course website:

- Course syllabus, which includes the class schedule, weekly reading assignments, and all deadlines
- Electronic course reader containing all of the assigned texts (in PDFs)
- Weekly content page including:
  - Links to reading assignments and films
  - Links to all asynchronous and synchronous class sessions
  - Writing assignment prompts and instructions
- Prof. Jin’s grading system
- Tips on conducting close 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

## CLASS POLICIES

Please see the UIC Student Handbook (<https://dos.uic.edu/wp-content/uploads/sites/262/2019/01/FINAL-VERSION-2019.pdf>) 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: <https://dos.uic.edu/community-standards/academic-integrity/>.

### **Classroom Etiquette**

During our virtual class sessions via Zoom, we expect you to conduct yourself with respect for your fellow students, respect for your instructor, 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. That means staying focused on the lecture presentation and questions from other students. Disruptive behavior, such as displaying inappropriate content or language while class is in session, will not be tolerated. Please refer to the UIC Student Conduct Process ([https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS\\_Student-Disciplinary-Policy-2020.pdf](https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf)) for a more complete treatment of your rights and responsibilities while in class.

### **Communication**

Email is the best way to reach me. Please allow 1-2 business days to receive responses to your inquiries. I will do my best to respond sooner to emails that call for immediate attention to emergencies, such as serious health or safety concerns.

### **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>

### **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/ucats/academic-calendar/>

### **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/>.

## UIC GLOBAL ASIAN STUDIES PROGRAM

### **Global Asian Studies (GLAS) Minor**

Whether your major is Business, Anthropology, Gender & Women's Studies, Engineering, Art History, Biology, African American Studies, English, Pre-Med, History, Political Science, Criminology, Law & Justice, Public Health, or Sociology, you can prepare yourself for the global marketplace and complement your major with a minor in Global Asian Studies (GLAS). Students can earn a minor in Global Asian Studies by completing 15 semester hours, including GLAS 100, GLAS 300, and elective courses. Please visit <https://glas.uic.edu/academics/minor-requirements> or more information.

### **GLAS Minor Advising**

For general GLAS program inquiries, email [glas@uic.edu](mailto:glas@uic.edu). For GLAS minor advising and course planning, contact our academic advisor Kate Solberg, [solbergk@uic.edu](mailto:solbergk@uic.edu). To declare the GLAS minor, please email [soldbergk@uic.edu](mailto:soldbergk@uic.edu) or fill out this online form: [https://uic.ca1.qualtrics.com/jfe/form/SV\\_1LXklCb9rIjLrFj](https://uic.ca1.qualtrics.com/jfe/form/SV_1LXklCb9rIjLrFj)

### **Weekly “Chai Guevarra” Student Hours**

Hosted by GLAS Program Director, Dr. Anna Guevarra, a virtual space of support and community will take place every Wednesday, 4:00pm-5:00pm, starting September 2. All are welcome. Please follow this link: <https://uic.zoom.us/j/98414143912?pwd=bTUrakV4UkRlQzd0RGNnak0yMkxTZz09>

## UIC RESOURCES

**The Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. A tutor can help you brainstorm or make an outline your writing assignment. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. To schedule an appointment, visit <https://uic.mywconline.com/>. For more information, visit the Writing Center website at <https://writingcenter.uic.edu/>.

**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](http://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.

### **Centers for Cultural Understanding and Social Change**

UIC's seven Centers for Cultural Understanding and Social Change will be hosting a variety of events and activities to support and bring students together throughout the semester. You can join and connect virtually with the Centers here: <https://diversity.uic.edu/events-2/>. Or, visit a Center's website directly by following the links below:

African American Cultural Center (<https://aacc.uic.edu>)

Arab American Cultural Center (<https://arabamcc.uic.edu>)

Asian American Resource and Cultural Center (<https://aarcc.uic.edu>)

Disability Cultural Center (<https://dcc.uic.edu>)

Gender and Sexuality Center (<https://gsc.uic.edu>)

Latino Cultural Center (<https://latinocultural.uic.edu>)  
Women's Leadership and Resource Center (<https://wlrc.uic.edu>)

### 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, email [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or (312) 996-5657.

## CLASS SCHEDULE

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

S = Synchronous      A = Asynchronous

### MULTIPLE MEANINGS OF "ASIAN AMERICAN"

August 24 (M)      Course Introduction (A)  
• Syllabus

August 26 (W)      Multiple Meanings of "Asian American" (S)

Week 1 Reading:

- Gary Okihiro, "Is Yellow Black or White?"
- Nazli Kibria, "Not Asian, Black, or White?"

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### BEGINNINGS: MULTIPLE CROSSINGS

August 31 (M)      *My America...Or Honk If You Love Buddha* (A)  
Reading Response 1 Due 12 Noon

September 2 (W)      Beginnings: Multiple Crossings (S)

Week 2 Reading:

- Erica Lee, "*Los Chinos* in New Spain and Asians in Early America"
- Erika Lee, "Coolies"

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### THE PACIFIC RIM AND THE AMERICAN WEST

September 7 (M)      Labor Day (No class)

September 9 (W)      The Pacific: An American Western History (S)  
Reading Response 2 Due 12 Noon

Week 3 Reading:

- Gary Okihiro, “World Systems”
  - Dorothy Fujita-Rony, “Empire and Migration”
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### CONFRONTING IMPERIALISM

September 14 (M)      *Hawai'i's Last Queen* (A)  
Reading Response 3 Due 12 Noon

September 16 (W)      Student Hour (S)

Week 4 Reading:

- *Hawai'i's Last Queen* viewing guide.
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### CONFRONTING EXCLUSION AND ORIENTALISM

September 21 (M)      Reading Day (A)  
Reading Response 4 Due 12 Noon

September 23 (W)      “Oriental Problems” (S)

Week 5 Reading:

- Justice John Marshall Harlan’s Dissenting Opinion, *Plessy v. Ferguson* (1896)
  - Mae Ngai, “Architecture of Race in American Immigration Law”
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### WAR, RACE, AND CITIZENSHIP

September 28 (M)      Reading Day (A)  
Reading Response 5 Due 12 Noon

September 30 (W)      War, Race, and Citizenship (S)

Week 6 Reading:

- “WWII Internment of Japanese Americans”
  - “Brief *Amicus Curie* of Fred Korematsu”
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### THE ORANGE STORY

October 5 (M)      *The Orange Story* (A)  
Reading Response 6 Due 12 Noon

October 7 (W)      Student Hour (S)

Week 7 Reading:

- *The Orange Story*, Chapters 1-4: <https://theorangestory.org>

## ASIAN AMERICANS AND THE COLD WAR

October 12 (M)      Reading Day  
Reading Response 7 Due 12 Noon

October 14 (W)      Asian Americans and the Cold War (S)

Week 8 Reading:

- Ji-Yeon Yuh, “Camptown, USA”
  - Thi Bui, *The Best We Could Do*, Chapters 1-4
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## FIRST PERSON PLURAL

October 19 (M)      *First Person Plural* (A)  
Reading Response 8 Due 12 Noon

October 21 (W)      Student Hour (S)

Week 9 Reading:

- Eleana J. Kim, “‘Waifs’ and ‘Orphans’: The Origins of Korean Adoption”
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## POST-1965 ASIAN AMERICA

October 26 (M)      Reading Day (A)  
Reading Response 9 Due 12 Noon

October 28 (W)      Post-1965 Asian America (S)

Week 10 Reading:

- “Special Immigrants Issue: The Changing Face of America,” *Time*
  - Rosalind S. Chou and Joe R. Feagin, “Everyday Racism”
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## REFUGEES AND ASIAN DIAPOSAS

November 2 (M)      *Vincent Who?* (A)  
Reading Response 10 Due 12 Noon

November 4 (W)      Refugees and Asian Diasporas (S)

Week 11 Reading:

- Thi Bui, *The Best We Could Do*, Chapters 5-10
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## MEMORY, HISTORY, AND COMMUNITY

November 9 (M)      *A Village Called Versailles* (A)  
Reading Response 11 Due 12 Noon

November 11 (W) Reading Day (A): Finish your reflective paper.

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#### WAR ON TERROR AND ISLAMOPHOBIA

November 16 (M) Reading Day (A)  
Reflective Paper Due 12 Noon

November 18 (W) War on Terror and Islamophobia (S)

Week 13 Reading:

- Mahmood Mamdani, “Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism”
  - Hatem Bazian, “Fighting for Palestine”
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#### USA v. AL-ARIAN

November 23 (M) *USA vs. Al-Arian* (A)

November 25 (W) *USA vs. Al-Arian* (A)

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#### ASIAN AMERICA TODAY

November 30 (M) COVID-19 and History of Anti-Asian Violence (A)  
Reading Response 12 Due 12 Noon

December 2 (W) Student Hours (S)

Week 15 Reading:

- Helier Cheung, Zhaoyin Feng, and Boer Deng, “[Coronavirus: What Attacks on Asians Reveal about American Identity](#)”
  - Xoai Pham, “[Anti-Asian Immigration Violence Is Nothing New](#)”
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**Final Paper Due 4PM Friday, December 11**