***Introduction to Asian American Studies***

AAS 301 (36240) / AMS 315-1 (30880)  
Fall 2014 / T Th 9:30-11 / PAR 201

***Instructor:* Alexander Cho, M.A.**E-mail: **alexcho47@gmail.com** (best way to reach me) / Skype: **alexcho47** by appt.  
Office: **CMB 3.220** (KLRU building. Enter plaza level, turn left, take hallway all the way down, turn right.)  
Office Hours: **Weds 11-2, or by appt.**

***Course Description:***  
This is an interdisciplinary course that introduces students to major issues in the historical and contemporary experiences of Asian Americans. It trains students to critically unpack the idea of “Asian American” as containing an ever-shifting multiplicity of peoples and histories and places this category in conversation with issues of power, race, nation, and gender and sexuality. This course spends substantial time on contemporary Asian American issues and recent histories of migration. Key topics to be explored are: (im)migration, citizenship, imperialism, panethnicity, racial formation, intersectionality, multiraciality, transnationalism, hybridity, mediated representation.

***Course Goals:***This course’s chief goal is to introduce students to the wide body of research and literature that comprises the field of Asian American Studies, as well as to introduce students to key concerns regarding migration, citizenship, race, and ethnicity that have defined the Asian American experience both historically and today.

*By the end of this course, students will:*

1. Articulate major themes and concerns that have shaped the history and cultural politics of Asian Americans.
2. Critically evaluate the role of institutions in shaping hierarchies of race in the United States, and articulate the shifting and multiple spaces that Asian Americans occupy within them.
3. Evaluate historical policies that have shaped racial formation in the U.S.
4. Understand the transnational flows of capital and power that have historically underpinned the migration of Asians to the United States.
5. Critically evaluate historical and contemporary mediated representations of Asians in American media.
6. Deploy intersectional analyses of race with gender, class, sexuality with a specific eye toward Asian American experiences.

**This course fulfills undergraduate Cultural Diversity in the United States Flag requirement:**

*Cultural Diversity in the United States:* This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

***Required Texts:*1. Wu & Chen, *Asian American Studies Now: A Critical Reader* (Rutgers University Press, 2010) (Referred to in syllabus as “W&C”)**

**2. Course Packet (available at Jenn’s at 22nd and Guadalupe)**

***Grading and Course Requirements:***

*Exams.* Three exams administered through the course of the semester. No final exam. These exams will largely be short-essay-based, but may contain some matching and/or multiple choice or fill-in-the-blank. More details to follow. 100 points possible / 15% of final grade each / 45% of final grade, total.

*Course Discussion Prep on Canvas.* You will be divided into groups of four (approx). Twice a semester, your group will be responsible for:

* Posting a one-page outline that details key points and a summary of the readings for your assigned day.
* Posting at least six discussion questions based on the readings for your assigned day.

Specifics on the format of these outlines and questions will be introduced in the first few class sessions. **These posts must be up by NOON the day BEFORE the readings are due.** Failure to meet this deadline will result in a lower grade. 100 points possible per each group assignment / 15% of final grade total.

*Quizzes.* You will have a very short quiz each Thursday on the readings and lecture/presentation for that week. EVERYTHING is fair game, though I will generally not generate questions that nit-pick on fine-grain detail on reading recall. You will drop your lowest 2 scores for the semester. You cannot make up quizzes. 100 points possible / 20% of final grade.

*Attendance.* I will sporadically take attendance with no notice. Two recorded absences on these attendance sheets will have no effect, after that you will lose ten points for each absence. 100 points possible / 10 % of final grade.

*Participation.* You will have many opportunities to participate: simply raising your hand, doing group work, speaking up during discussion for which your group has produced an outline, or commenting on posts on Canvas if you are not comfortable speaking in class. However, do try speak up if you’re shy – extemporaneous communication in formal group settings is part of your college education and is a valuable life skill! ☺ I am lenient on this, but please make an effort at least a few times. Raise your hand if you want to contribute; it is my job to support you even if it is a half-formed thought or question. 100 points possible / 10% of final grade.

***Course Policies:****Attendance.* Attendance will be taken at random. Advance notice is required for any excused absence.

*Late work.* Late papers will be accepted; the paper grade will drop one full letter grade each day the paper is late. Late blog posts are similarly marked down.  
*Academic misconduct:* The work that you produce in this class must be your own. Expect me to pursue every instance of suspected academic misconduct in this course. Two kinds of academic misconduct are **cheating** on quizzes and exams, and **plagiarism** (such as turning in someone else’s work, downloading a paper from the Web in part or in whole, or paraphrasing or quoting sources without citation). Penalties range from a zero on the assignment to expulsion from school.

The work that you turn in should honestly and accurately demonstrate your own academic efforts. Your assignments should reflect work done for this course. Do not turn in assignments done for another course or attempt to pass off readings or screenings from another course as your own research or analysis. If you have a question about what constitutes plagiarism, please ask! This class will adhere to the University’s full definition of academic misconduct and its possible penalties.   
  
*The University of Texas Honor Code*The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.  
 **Scholastic Dishonesty.** The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonest damages both the student’s learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at http://deanofstudents.utexas.edu/sjs  
  
**Writing Center:** I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. The consultants there work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing that has "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.  
  
**Documented Disability Statement:**Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice), 232-2937 (video phone) or [**http://www.utexas.edu/diversity/ddce/ssd**](http://www.utexas.edu/diversity/ddce/ssd)  
 **Religious Holidays.** Religious holy days sometimes conflict with class and examination schedules. If you miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

*INTRODUCTION TO ASIAN AMERICAN STUDIES COURSE SCHEDULE FALL 2014*

*PART I: HISTORIES, MIGRATIONS, EXCLUSIONS*

*Wk 1 – Orientations***Th Aug 28 – Introduction and Overview**In Class:Lee, “Transformed into White Gods: What Happens in America Without Love” <http://gawker.com/transformed-into-white-gods-what-happens-in-america-wi-1494266254>*Wk 2 – Early Histories and Discourses***T Sept 2 – What is Asian American?**Read: Chan, “The International Context of Asian Emigration” (packet, pp. 3-23)

**Th Sept 4 – Complicating “Asian America”**Read: Ancheta, “Neither Black Nor White” (W&C); Westbrook, “Mabuhay Pilipino! (Long Life!): Filipino Culture in Southeast Louisiana” – “Brief Historical Overview,” “Philippine Language and Heritage” sections only. <http://www.louisianafolklife.org/LT/Articles_Essays/pilipino1.html>   
Watch in class: *My America, Or Honk if You Love Buddha* (dir. Renee Tajima-Peña, 1997) (excerpts)

*Wk 3 – Yellow Peril and Model Minority***T Sept 9 – Yellow Peril, Model Minority**Read: Shim, “From Yellow Peril through Model Minority to Renewed Yellow Peril” (packet)

**Th Sept 11 – Representation, Miscegenation, Early Hollywood**Read: Lee, “The Cold War Origins of the Model Minority Myth” (W&C)   
Watch in class: *The Cheat* (dir. Cecil B. DeMille, 1915) (excerpt)

*Wk 4 – Exclusion, Citizenship, Whiteness***T Sept 16 – Exclusion**Read: Lee, “The Chinese Are Coming: How Can We Stop Them?” (W&C); Johnson, Kevin R. “The History of Racial Exclusion in the US Immigration Laws” (first two sections only) <http://academic.udayton.edu/race/02rights/immigr09.htm>

**Th Sept 18 – Challenging Whiteness**Read: Haney-López, “Ozawa and Thind” pp. 80-92 (packet)

*Wk 5 – Internment***T Sept 23 – Internment I**Read: Weglyn, “The Secret Munson Report” (W&C); Executive Order 9066 <http://historymatters.gmu.edu/d/5154>  
Watch in class: *Pilgrimage* (dir. Tadashi Nakamura, 2003)

**Th Sept 25 - EXAM 1**

*PART II: ACTIVISM, PANETHNICITY, INTERSECTIONALITY*

*Wk 6 – Why Asian American Studies***T Sept 30 – Activism I**Read: Umemoto, “On Strike! San Francisco State College Strike, 1968-1969: The Role of Asian American Students” (packet)  
Watch in class: *On Strike! Ethnic Studies, 1969-1999*

**Th Oct 2 – Activism II**Read: Chan, “Asian American Struggles for Civil, Political, Economic, and Social Rights” (W&C)

*Wk 7 – “Panethnicity”***T Oct 7 – Defining Panethnicity**Read: Espiritu, “Asian American Panethnicity: Challenges and Possibilities” (pp. 119-136, packet)

**Th Oct 9 – Problems**Read: Kibria, “Not Asian, Black, or White? Reflections on South Asian American Racial Identity” (packet); **PEW Report, “The Rise of Asian Americans”** <http://www.pewsocialtrends.org/asianamericans/>**; Hing, “Asian Americans Respond to PEW: We’re Not Your Model Minority”** <http://colorlines.com/archives/2012/06/pew_asian_american_study.html>

*Wk 8 – Gender and Sexuality I***T Oct 14 – Intersectionality**Read: Parreñas, “Asian Immigrant Women and Global Restructuring, 1970s-1990s” (W&C)

**Th Oct 16 – Miscegenation from the East**Read: Marchetti. “The Rape Fantasy” (pp. 14-22, packet); “The White Knight,” (pp. 113-118, packet)   
Watch clips online before class: *Sayonara* (1957); *The Mask of Fu Manchu* (1932) (excerpts)***;*** *The World of Suzie Wong* (dir. Quine, 1960) (excerpts)

*Wk 9 – Gender and Sexuality II*  
**T Oct 21 – Stereotypes**   
Read: Chan, J. *Chinese American Masculinities: From Fu Manchu to Bruce Lee* (excerpts, packet); Nishioka, “A Threatened Manhood? Exploring the Myth of the Angry Asian Male” <http://www.modelminority.com/joomla/index.php?option=com_content&view=article&id=204:a-threatened-manhood-exploring-the-myth-of-the-angry-asian-male-&catid=37:dating&Itemid=56>

**Th Oct 23 – EXAM 2**

*PART III: CONTEMPORARY “ASIAN AMERICA”*

*Wk 10 – Multiracial Asian Americans***T Oct 28 – Asian American Mixed Race**Read:Spickard, “Who Is an Asian? Who is a Pacific Islander? Monoracialism, Multiracial People, and Asian American Communities” (packet); Ahmad, “How to Ask Someone About their Ethnicity Without Being an Asshole” <http://jezebel.com/how-to-ask-someone-about-their-ethnicity-without-being-758679070>; Root, Root, Maria P.P., “Bill of Rights for People of Mixed Heritage” <http://www.drmariaroot.com/doc/BillOfRights.pdf>

**Th Oct 30 – Placing “Hapa”**Read: Fulbeck, “Hapa Project” statements <http://asiasociety.org/texas/exhibitions/kip-fulbeck-part-asian-100-hapa#introduction> and <http://asiasociety.org/texas/exhibitions/kip-fulbeck-part-asian-100-hapa#artiststatement>; Dariotis, “Hapa: The Word of Power”: <http://mixedheritagecenter.org/index.php?option=com_content&task=view&id=1259&Itemid=34>  
View online: The Hapa Project: <http://seaweedproductions.com/the-hapa-project/>  
Hapa Community: <http://seaweedproductions.com/the-hapa-project/community/>  
Watch in Class: *MiXeD mE* (dir. Kristen Lee, 2010); *Mixed Blood* (dir. Soe, 1992).

*Wk 11 – Immigration Post-’65: Pushes and Pulls***T Nov 4 – Pushes and Pulls**Read: Chan, “New Immigrants and Refugees” (pp. 145-165, packet)

**Th Nov 6 – American Empire**Read: Vo, “The Vietnamese American Experience: From Dispersion to the Development of Post-Refugee Communities” (packet)  
  
*Wk 12 – Immigration Post-’65: Sub/Urban Visions***T Nov 11 – Entrepreneurship**Read: Lee, “Striving for the American Dream: Struggle, Success, and Intergroup Conflict among Korean Immigrant Entrepreneurs” (packet)

**Th Nov 13 – Sub/urban Visions**Read: Li & Skop, “Enclaves, Ethnoburbs, and New Patterns of Settlement among Asian Immigrants” (packet)

*Wk 13 – Transnational Flows***T Nov 18 – Capital/Labor Flows**Read: Zia, “Detroit Blues: ‘Because of You Motherfuckers’” (W&C)Watch in class: *Who Killed Vincent Chin?* (dirs. Choy & Tajima-Peña, 1987)

**Th Nov 20 – Globalization**Read: Maira, “Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States After September 11th” (W&C)

*Wk 14 – L.A., Contemporary Case Study***T Nov 25 – 4/29**Read: Kim, “Home is Where the Han Is: A Korean American Perspective on the Los Angeles Upheavals” (W&C)  
Watch before class: Jones-Cooper, “L.A. Riots Anniversary: 8 Infamous Videos” <http://www.thedailybeast.com/articles/2012/04/27/l-a-riots-anniversary-9-infamous-videos.html>

**Th Nov 27 – No class, Thanksgiving Holiday**

*Wk 15 – L.A., Contemporary Case Study cont’d***T Dec 2 – Hype and Hybridity**Read: Romero, “Koreatown: America’s Hippest Neighborhood” <http://www.laweekly.com/2012-11-15/news/koreatown-reality-show-K-Town-hippest-American-neighborhood/>; Takahasi, “Asian Hip-Hop Group Finds Fans Among L.A. Latinos”  
<http://www.npr.org/templates/story/story.php?storyId=130272384>; Xia, “Asian American youth culture is coming of age in the ‘626’” <http://articles.latimes.com/2012/aug/27/local/la-me-valley-asians-20120827>  
Watch in class: “Like a G6” (Far East Movement)

**Th Dec 4 – EXAM 3**