ASIAN AMERICAN STUDIES 201/
HISTORY 221

Asian American History

Spring 2015

Lecture: MW, 10:00 – 10:50 || EDU 3315
Discussion: W, 11:00 and 1:00 || EDU 0202

INSTRUCTOR INFORMATION
Dr. Douglas S. Ishii
dishii@umd.edu
Cole 1137 / SQH 4153
Office hours by appointment (M-W, M preferred)

COURSE DESCRIPTION
This course will introduce students to the histories of Asian Americans from the mid-19th century to the beginning of the 21st century. Major themes of Asian American History will include immigration and labor, race and gender relations, community formation, citizenship, and social movements. This class will cover topics such as Orientalism, anti-immigrant movements, immigration policy and immigration under exclusion, Japanese American internment, the Asian American Movement, the model minority, Vincent Chin, the L.A. Riots, and 9/11/2001. Students will work with primary documents, including the political cartoons of exclusion era, autobiographies of immigrants, and writings from social movement movers and shakers, and will conduct original research.

STUDENT LEARNING OUTCOMES
- Demonstrate knowledge of fundamental concepts, ideas, and events in Asian American History
- Develop critical thinking in evaluating causal arguments in history and analyzing major assertions, background assumptions, and explanatory evidence
- Understand how race, ethnicity, and nationality have shaped U.S. history as markers of identity and difference
- Articulate how historical events and ideas shape social and political structures
- Apply how history can be used to analyze contemporary issues and develop strategies for social change

REQUIRED TEXTS

All other course readings will be available either through the course site or directly online.

COURSE EXPECTATIONS AND POLICIES
Attendance and Participation: Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytical level in discussions of the readings and topics. If you miss class, contact a classmate to stay up to date, as you will be held responsible for all quizzes and exams. This also includes if you add the course after the first day. Please bring the appropriate texts to class every time we meet. Note that UMD’s official attendance policy is available at (http://www.testudo.umd.edu/soc/atedasse.html).
Contacting the Instructor: A brief yet well-written e-mail is the best way to contact me. I will commit to a 24-hour turn-around, so please do not wait until the last minute if you have a pressing concern. As students of the University of Maryland, I expect your written communication to be coherent and respectful. If you have a more extensive question about an assignment or a reading, or want to have a personal chat with me, I am available between my classes on Mondays through Wednesdays for an appointment, and can chat via Skype; please e-mail me to set up a meeting time. This post is a great guide as to how to conduct yourself: http://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/.

Academic Integrity: The University of Maryland takes academic honesty very seriously. We expect our students to uphold high standards of conduct. The University of Maryland is dedicated to ensuring academic integrity, symbolized by the Honor Code. The Student Honor Council defines the following as academic dishonesty:
- Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitation: intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without citation.

Students are responsible for conforming to these policies: (http://www.testudo.umd.edu/soc/dishonesty.html)

Classroom Etiquette: The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equal participation of all students. At all times students should be respectful of others. If you disagree with someone you should express your alternative view using the evidence that led you to your interpretation. Personalized comments, inappropriate language, insults, sleeping, and raised voices will not be tolerated. Please place your cell phone on silent or “vibrate” mode while in class. You should not be using your mobile device during class. You are welcome to use your laptop to take notes; please avoid using your laptop for purposes other than note-taking. Be aware that I may call on you to help us out if I see you with a laptop.

Online Expectations: I assume that the e-mail address with the university is accurate, and checked at least once a day on weekdays. If your official e-mail address is not up to date, please update it on Testudo. In addition, I expect that you will sign into Canvas in order to obtain or view course-related files or information.

Writing Center: The UMD English Department offers a campus writing center. I recommended that you bring your written work to the writing center so that they can help you improve your writing.
Writing Center website: http://www.english.umd.edu/academics/writingcenter
Office Number: (301) 405-3785 Location: 1205 Tawes Hall

Religious Observances: Please inform me at the start of the semester if you are going to miss any major scheduled grading events due to religious observances so that alternative arrangements can be made.

Other Absences: Official information available at: http://www.faculty.umd.edu/teach/attendance.html
- If you are missing an in-person meeting without any assignments due: keep in mind that, save for religious observances or official University-excused absences, you will not receive credit for participation.
- If you are missing a major scheduled grading event: due to University policies regarding fairness, I will not reschedule any major grading event without one of the following:
  - An official excuse from a university office signed by university personnel
  - A doctor’s note or a copy of a hospital bill
  - A note from an officer of the law or from a legal office
  - A collection of documents based on the instructor’s discretion
  - A funeral program

Accommodations: If you require any accommodations due to disability please inform me at the beginning of the semester so that I can make arrangements for our exams. In addition, please make an appointment with the Disability Support Services (DSS) so that you can learn the procedures and fill out the necessary paperwork.
DSS Website: (http://www.counseling.umd.edu/DSS)
Office number: (301) 314-7682 Location: 0106 Shoemaker Building
COURSE GRADING

Course Requirement Grading Percentages and Deadlines:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>15%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Quizzes</td>
<td>11%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Weekly Rundown</td>
<td>14%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
<td>Wednesday, March 11</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
<td>May</td>
</tr>
<tr>
<td>Group Paper</td>
<td>15%</td>
<td>Monday, May 11, 11:59p</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15%</td>
<td>Wednesday, May 20, 8:00a</td>
</tr>
</tbody>
</table>

Ongoing Grading Criteria:

Contributions – 15%, 5 points each week, 75 points total
Your contributions grade is based upon the frequency and quality of your contributions to discussions, and your active participation in lecture may also be considered. Some examples of a quality contribution include asking a critical or driving question; sharing your informed perspective based on the course readings and notes; and responding to another student’s perspective. I have no problem with people occasionally circulating between discussion sections.

Quizzes – 11%, 55 points total
Quizzes will be administered regularly through the course’s ELMS site. There will be 12 quizzes throughout the semester, and your 11 highest scores will be considered in your course grade. These quizzes will take two forms: a timed multiple-choice examination about the week’s readings and lectures, or a short writing assignment. These must be completed by their posted due date, and there will be no make-up quizzes without receiving Doug’s prior approval.

Biweekly Rundown – 14%, 10 points each, 70 points total
At the end of every other week, you will submit a written 2-to-3 sentence reflection about a key theme, point of analysis, or concept introduced in the week’s lectures. As an analytical writing assignment, each biweekly rundown will consist of a “what” (a specific topic) and a “so-what” (an answer to the question: why is recognizing this important?) This will happen 7 times over the course of the semester, as suggested on the schedule below.
Grading scale: Check-plus: 12 points Check: 10 points Check-minus: 5 points

Major Scheduled Grading Events:

Midterm – 15%, 75 points
A closed-note, written midterm examination will be administered in class on Wednesday, March 11. This examination may consist of a combination of multiple-choice questions, identifications, and short-answer questions.

Group Project in Current Asian American History:
This course focuses on Asian American history in the 20th century. However, it is my primary intention that Asian American history is constantly unfolding before us. In groups of 3 or 4, you will research an event, issue, or debate in recent Asian American history, community, politics, or culture. As a historical project, your presentation will incorporate primary and secondary sources from a variety of print and digital outlets. Since this course focuses on how the past can inform the present, you will draw a connection between what we have studied and how it applies to your selected topic. Your group project will take two forms:

Group Presentation – 15%, 75 points
You will share your research as a 10-to-12 minute presentation during the final two weeks of class. As an oral presentation, do look to emphasize the breadth of your research; since this is split between 3 or 4 people, make sure that every minute counts.

Group Paper – 15%, 75 points
You will also, as a group, submit your research as a 10-to-12 page research paper by Monday, May 11. As a written analysis, do look to emphasize the depth of your thinking and research. Please note that a successful presentation is not
A successful paper, and vice versa. For example, a paper goes into more detail, is more precise in its analysis, and makes clear its use of primary sources as evidence.

Course final – 15%, 75 points
A closed-note, written final examination will take place during the University-scheduled time of **Wednesday, May 20 at 8am.** This examination may consist of a combination of multiple choice questions, identifications, short answer questions, and a short essay.

All Major Scheduled Grading Events will be discussed in further detail later in the semester.

**Grading Guidelines:** Students earn grades based on their performance on the course requirements listed above. This is a description of the grading criteria according to the UMD Faculty Handbook ([http://www.faculty.umd.edu/teach/grades.html](http://www.faculty.umd.edu/teach/grades.html)):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A- (100%; 97%; 93%)</td>
<td>“Denotes excellent mastery of the subject and outstanding scholarship.”</td>
</tr>
<tr>
<td>B+, B, B- (89.9%; 87%; 83%)</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
</tr>
<tr>
<td>C+, C, C- (79.9%; 77%; 73%)</td>
<td>“Denotes acceptable mastery of the subject and the usual achievement expected.”</td>
</tr>
<tr>
<td>D+, D, D- (69.9%; 67%; 63%)</td>
<td>“Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”</td>
</tr>
<tr>
<td>F (59.9% - 0%)</td>
<td>“Denotes failure to understand the subject and unsatisfactory performance.”</td>
</tr>
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**COURSE SCHEDULE**
NB: This course schedule is tentative; the reading assignments may change over the course of the semester. The deadlines and examination dates, however, will not change.

**SDS =** Takaki, *Strangers from a Different Shore*

**Week 1: Introduction to the course**
M, 1/26
W, 1/28
- **SDS:** Preface, Chapter 1

Discussion:

**Quiz #1**

**Week 2: 19 c. Labor After Slavery**
M, 2/2
- SDS: Chapter 3

W, 2/4
- Moon-Ho Jung, “Outlawing Coolies,” in *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation* (Johns Hopkins, 2008) [ELMS]

Discussion:
- Primary Sources from the “Coolie Trade in the 19th Century,” University of Minnesota “Global Race, Ethnicity, and Migration” blog at [http://blog.lib.umn.edu/globerem/main/2008/07/the_coolie_trade_in_the_19th_c.html](http://blog.lib.umn.edu/globerem/main/2008/07/the_coolie_trade_in_the_19th_c.html)
  - Excerpts of *The Cuba Commission Report* (1874)
  - Excerpts from the *New York Times*, “American Coolie Trade,” April 21, 1860.

Quiz #2
Biweekly Rundown
NB: F, 2/6 is the last day to drop without a “W” or to add

**Week 3: Pacific Migrations and Immigrant Exclusion Until 1924**

M, 2/9
- SDS: Chapter 4

W, 2/11
- SDS: Chapters 5 & 6

Discussion:

Quiz #3

**Week 4: Transnational Solidarities and Adaptation**

M, 2/16
- SDS: Chapters 7 & 8

W, 2/18

Discussion:
- Finish and discuss *Roots in the Sand*
- *South Asian American Digital Archive* [https://www.saadigitalarchive.org/collection/gadar-party](https://www.saadigitalarchive.org/collection/gadar-party)

Quiz #4
Biweekly Rundown

**Week 5: Asians in American Empire**

M, 2/23
- SDS: Chapter 9

W, 2/25
- Sucheng Chan, “Woman, Families,” in *Asian Americans: An Interpretive History* (Twayne, 1991) [ELMS]

Discussion:
- Selections from Carlos Bulosan, *America is in the Heart* [ELMS]

**Quiz #5**

**Week 6: War and Citizenship**

M, 3/2:
- *SDS*: Chapter 10

W, 3/4:
- In-class screening of Dir. Frank Abe, *Conscience and the Constitution* (2000)

Discussion:
- Finish screening *Conscience and the Constitution*
- Heart Mountain Interpretive Center: [http://www.heartmountain.org/virtualtour.html](http://www.heartmountain.org/virtualtour.html)

**Quiz #6**

Biweekly Rundown

**Week 7: On Wars Hot, Warm, and Cold**

M, 3/9
- *SDS*: Chapter 11

W, 3/11 – Midterm

**Weeks 8: On the Model Minority Myth**

M, 3/23

W, 3/25

Discussion:
- Selections from *Flower Drum Song*

**Quiz #7**

Biweekly Rundown

**Week 9: Post-1965 Model Minorities and Refugees**

M, 3/30
- Vijay Prashad, Selections from *The Karma of Brown Folk* (Columbia, 2000) [ELMS]

W, 4/1

Discussion
Quiz #8

Week 10: Yellow Power
M, 4/6
W, 4/8
- Daryl Maeda, Selections from Rethinking the Asian American Movement (Routledge, 2011) [ELMS]
Discussion
- Selections from Roots: An Asian American Reader [ELMS]
- Selections by A Grain of Sand: Songs for the Struggle

Quiz #9

Biweekly Rundown

Week 11: Vincent Chin and the Resurrection of Panethnicity
M, 4/13
NB: M, 4/13 is the last day to drop the course with a “W”
W, 4/15
- Finish screening Who Killed Vincent Chin?
Discussion
- Discuss both films

Quiz #10

Week 12: Global Antagonisms and Asian America
M, 4/20
- Helen Zia, “Gangsters, Gooks, Geishas, and Geeks,” in Asian American Dreams [ELMS]
W, 4/22
Discussion:
- In-class screening, Dirs. Dai Sil Kim-Gibson, Christine Choy, and Elaine Kim, Sa-I-Gu (1993)

Quiz #11

Biweekly Rundown

Week 13: Group Presentations on Asian American History Today
M, 4/27
- GROUP PRESENTATIONS
W, 4/29
- GROUP PRESENTATIONS
Discussion
- GROUP PRESENTATIONS

Week 14: Asian America After 9/11
M, 5/4
- GROUP PRESENTATIONS
W, 5/6

**Discussion**

**Quiz #12**

**Biweekly Rundown**

**Week 15: Wrap-up**

M, 5/11:
- Final prep

**GROUP PAPERS DUE BY MONDAY, 5/11 AT 11:59PM**

**Finals Week**

W, 5/20, 8:00am: **IN-CLASS FINAL**

**Extra Credit (worth up to an additional 6% of total grade):**
The University of Maryland, College Park is committed to diversity; as such, various campus programs and organizations host a variety of lectures, workshops, and symposia dedicated to educating the student body. This extra credit assignment to engage you with campus life and help you understand that what we do in this class directly relates to “the real world”/”everyday life.” To receive extra credit, you must:

1) Receive prior approval from Doug by sending an e-mail ([dishii@umd.edu](mailto:dishii@umd.edu)). You must provide a brief description of the event you’re hoping to attend (such as an advertisement or a website link). You have to find this event on your own, although most AAST events will be automatically accepted for credit.

2) Attend the event in its entirety.

3) Write a **(full) two-page double spaced essay** that:
   a. Briefly summarizes the event and recaps the main learning objective of the event;
   b. Relates the event’s main learning objective to course readings; and
   c. Makes sure that your paper is organized into an appropriate form and DOES NOT follow this a) and b) format.

Remember to adhere to appropriate essay-writing guidelines, making sure that your paper includes an argumentative thesis, use of examples, an analysis of those examples, citations from lecture notes or course texts, and a cohesive writing structure. This assignment may be completed up to 3 times, worth up to an additional 2% each added to your final grade. Submit these essays directly to Doug at [dishii@umd.edu](mailto:dishii@umd.edu).