Situated within the broader rubric of Ethnic Studies this course examines major themes within the interdisciplinary field of Asian American Studies. Through various forms of literature, scholarship, and visual media we will look at both historical and contemporary racial politics that have shaped and continue to shape the multifaceted and varied manifestations of the category “Asian American.” There are approximately 17.3 million Asian residents in the U.S. that comprise 5 percent of the total population. This relatively small number disguises the critical experiences Asian American communities face in both the local and transnational context. Yet, Asian Americans constitute one of the most heterogeneous racial groups within the U.S., thus we will pay close attention to the complexities across ethnic group experiences, as well as the commonalities of imperialism, colonialism, war, and capitalism that have shaped common patterns of migration, family formations, and community mobilizations. Inherent within our exploration will be our concern with the intersecting forces of race, gender, sexuality, class, and citizenship as simultaneous forces constantly at play within all contexts and areas of social relations.

**Learning Outcomes**

The goals of this course are for students to:

1. Acquire a general overarching understanding of the racial, economic, and gendered forces that have shaped historical patterns of migration, community formation, and social exclusion/inclusion of Asians in the U.S., and to grasp the persistence of these forces in contemporary formations.
2. Adopt analytical tools to begin to understand the intersections of race, class, and gender in the complex and heterogeneous experiences of Asians/Asian Americans in the U.S.
3. Articulate through writing the broader arguments presented in our course readings, and how they represent the experiences and issues presented in Asian American Studies.
4. Apply the arguments and course concepts to the videos we watch that supplement our course material.

**Course Readings**

All books are available at the Duckstore. The books are also available through the UO Library as E-books.
Keywords for Asian American Studies, edited by Cathy J. Schlund-Vials, Linda Trinh Vô, and Scott Wong. NYU Press 2015. (also available via e-book at UO Library)
- The Best We Could Do, by Thi Bui, Abrams Comicarts, 2018.
- When the Emperor was Divine, by Julie Otsuka, Knopf Press, 2005.

**Selected articles are also required and are available on our CANVAS site.**

**Course Requirements**

All assignments are available and due on CANVAS

- **Periodic Reading Quizzes** (25%)
  - Quizzes: Throughout the quarter you will have periodic reading quizzes. Based primarily on the readings assigned for the week. Quizzes can vary from short answer questions or multiple choice (approx. 10 questions), that covers the major arguments, ideas, or descriptions within that week of readings.

- **Small Group Discussion Boards** (30%)
  - Students are divided into groups of ten. Each week we will have a discussion board dialogue based upon a prompt. Discussions will require students to complete the readings, watch the lectures, and view the required media. Detailed instructions will accompany each discussion. Students are required to respond to at least one of their group members posts.

- **The Best We Could Do Graphic Novel Exercise** (20%)
  - Choose one from the following options:
    - Construct your own graphic novel story. You can take a theme drawn from the book The Best We Could Do, and present a narrative that is related to your own personal narrative, or an imaginary continuation of TBWCD, a different ending, or reconstructing a different refugee experience. Your graphic story should be created and narrativized through a racial or intersectional lens. You may hand draw your images, or use other creative mediums to construct your images (e.g. digital drawing, collage, etc...).
    - Provide a close analytical reading of some aspect/section of The Best We Could Do. Make sure you include the page numbers and carefully discuss the images and narrative content of your selection. This should be approximately 2 double-spaced pages. More detailed instructions are located on the assignment in Canvas.
      - Due Sunday February 14th by 11:00pm on Canvas

- **Final Comprehensive Exam** – (25%). This will be an exam comprised of short answer questions (approximately 1 paragraph). You will be provided questions from the course materials and will be able to choose the questions you respond to. You will have approximately one week to complete this exam, and may use all of your course materials to complete the exam. Questions will be more conceptual and analytical in nature with a strong emphasis on arguments and frameworks. Due March 15th by 11pm on Canvas.

**Grading Scale**

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A+: Work that represents superior excellence. Student exceeds expectations and is creative in its approach.
A: Work that displays an exceptional grasp of material and is well executed and free of errors.
B: Work that fulfills the criteria of the assignment and demonstrates command of the material, but is not exceptional.
C: Work that demonstrates a basic grasp of the material and satisfies some of the assigned criteria.
D: Work that lacks a substantive grasp of the material or is executed in a manner that is below college standards, yet constitutes some effort to engage with the material.
F: Work that is weak and incomplete, representing a misunderstanding of that material and assignment expectations.

Expected Workload
Per University policy, a 4-credit undergraduate course requires a total of 120 hours of “real work.” Students in this course will spend nearly 30 hours in the classroom, can expect up to 5-6 hours of reading per week, approximately 8 hours preparing for the midterm, 12-16 hours completing the final, and .5-1.5 hours on occasional homework assignments.

Course Policies

• Academic Integrity and Plagiarism
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

• Deadlines, Extensions, Incompletes
Assignments and other work are due before or on the dates specified in the syllabus. Extensions or incompletes are only granted in the case of extreme medical and personal emergency, which must be documented. You must notify me as soon as possible if you are experiencing an emergency that will prevent you from completing an assignment on time. Variations of the assignment requirements may be necessary for work that is late.

• Grade Disputes Policy
Students that wish to dispute grades must do so in writing with thorough justification. Written grade disputes must be followed up with me during office hours. Disputes must be submitted to me at least twenty-fours in advance of an appointment. Please note that a dispute does not guarantee a better grade.

• Email
Email is the best way to contact me, but please note that I will likely only respond to email between 9 a.m. – 6 p.m. M-F. Email has become a space of casual conversation and
conversational safety. Please email me utilizing the respect and formality that you would use in a conversation with me as your professor.

- **Accommodations**
  The University of Oregon seeks to provide equal access to its programs, services, and activities for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The Accessible Education Center works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. If you will need accommodations in the class, reasonable prior notice needs to be given to the Accessible Education Center at uoaec@uoregon.edu. The Center will work with you and I will gladly make arrangements for accommodations.

- **Harassment, Discrimination, and Sexual Misconduct**
  The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive, and inclusive learning environment. Any form of sexual harassment, sexual assault, relationship violence, and gender-based stalking and bullying is contrary to the community values of the institution. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, and so on. For more information about policies and resources or confidential reporting options, see the Office of Affirmative Action and Equal Opportunity: [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/) or the Office of the Dean of Students’ page on Student Conduct and Community Standards: [http://dos.uoregon.edu/conduct](http://dos.uoregon.edu/conduct)

- **Learning Environment Statement:** It is my belief that we must create a climate in this course where everyone can speak about difficult topics openly. We don’t have to agree with each other or “convert” others to our way of thinking. We do, however, have to respect that others may have opinions and experiences that are significantly different from our own and which may even trouble us deeply. To promote a positive learning environment, we must engage in respectful communication practices, where it is perfectly okay to disagree, but must not attack each other in the process of challenging our ideas.

**Schedule of Course Readings**

**Please note that I reserve the right to change this schedule as necessary. Any changes will be announced on Canvas or sent in email. Please check your email regularly**

### Week 1: Asian American Studies in Pandemic Times

January 4 – 10

- Getting started: Syllabus, Course Structure, Introductions
- What is Asian American Studies: Interrogating the Model Minority Myth

**Readings:**
- What is the Model Minority Myth? (CANVAS)
- Asian Americans are Blamed by Some for COVID-19 Outbreak (CANVAS)

**Assignments Due:**
- January 6 Required Student Survey (Welcome Module)
- January 6 Syllabus quiz (Welcome Module)
- January 8 Introduction Discussion Board (Week 1 Module)
- January 10 Week 1 Quiz (Week 1 Module)

**Week 2: Political Context and Colonial Legacies of Asian American Immigration Politics**  
**January 11 – 17**

- **Foreigner Racialization A Conceptual Framework**
  - **Readings:**
    - **KEYWORDS:** Read chapters – *Foreign, Politics, and Race*
    - “Looking Like the Enemy.” By Angelo Ancheta from *Race, Rights, and the Asian American Experience* (CANVAS)
    - View: Vincent Who? The Murder of a Chinese-American Man

- **Early Imperialism, Immigration, and Exclusion**
  - **Readings:**
    - **KEYWORDS:** Read Chapters – *Coolie* (37), *Exclusion* (82), *Immigration* (128)

**Assignments Due:**
- January 16 Foreigner Racialization Discussion Board (5 points)
- January 17 Week 2 Quiz

**Week 3: Labor, Exploitation, and Resistance**  
**January 18 – 24**

- **Carlos Bulosan and Asian American Studies.**
  - **Readings:**
    - **KEYWORDS:** *Class, Labor*
    - “Emotional Labor of Racialization: Carlos Bulosan’s Anger as a Critique of Filipino Alienation in America” by Jeffrey Santa Ana, in the *Journal of Asian American Studies*, (pgs. 75-99) (CANVAS)
    - Carlos Bulosan, in E. San Juan, Jr. *On Becoming Filipino: Selected Writings of Carlos Bulosan*, “Be American,” “I am not a Laughing Man,” “Life and Death,” “My Education” (CANVAS)
    - View: Delano Manongs

**Assignments Due:**
- January 16 Carlos Bulosan Discussion Board (10 points)
- No quiz this week

**Week 4: War, Racial Politics, and Mass Incarceration**  
**January 25 – 31**

- **How do we remember the Japanese American Incarceration Camps During WWII?**
  - **Readings:**
    - **KEYWORDS:** *Incarceration, Citizenship, Discrimination*
    - Julie Otsuka, *When the Emperor was Divine* (entire book)
    - View: Alternative Facts: The Lies of Executive Order 9066

**Assignments Due:**
- January 30 When the Emperor Was Divine Discussion Board
January 31st Week 4 Quiz

### Week 5: Post 1965 Immigration and Refugee Politics
February 1 – 7

- **Post 1965 Gendered Immigration**
  **Readings:**
  - “Hart-Celler at Fifty: Lessons for Immigration Reform in Our Time.” By Mae M. Ngai. (CANVAS)
  - “Why are there so many Filipina Nurses in California?” Catherine Ceniza Choy (CANVAS)
  - “US health care needs its Filipino nurses, so why is the system stacked against them?” (CANVAS)

- **Critical Refugee Studies: Rethinking the Paradigm of Refugee/Asylee Politics**
  **Readings:**
  - **KEYWORDS: Memory, Refugee**

**Assignments Due:**
- February 7th Week 5 Quiz
- No discussion board this week

### Week 6: The Best We Could Do
February 8 – 14

- **Identity, Displacement, and Belonging: The Refugee Reflex**
  **Readings:**
  - The Best We Could Do, by Thi Bui (the entire book)

**Assignments Due:**
- February 14th The Best We Could Do Graphic Novel Exercise
- No quiz or discussion board assignments this week.

### Week 7: Settler Colonial Studies and Asian Diasporas
February 15 – 21

- **Pacific Islander Studies as Native Indigenous Studies: Challenging API**
  **Readings:**

**Assignments Due:**
- February 20 Indigenous Rights and the Struggle for Mauna Kea Discussion Board
- February 21 Week 7 quiz
<table>
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<th>Week 8 MultiRacial Asian American Politics</th>
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- **Intervening Racial Homogeneity**
  - **Readings:**
    - **KEYWORDS:** Multiracial
    - “Asian American Studies Through (Somewhat) Asian Eyes: Integrating “mixed Race” into the Asian American Discourse” by Cynthia L. Nakashima (CANVAS)
    - “Why Are You? Multiracial Asian Americans and the Question of Visibility” by Leilani Nishime (CANVAS)
    - “The Biracial Bind of not Being Asian Enough” by Kristin Wong (CANVAS)
    - “Hapa: A Unique Case of Cultural Appropriation by Multiracial Asian Americans?” by Joanna Eng (CANVAS)

- **Assignments Due:**
  - February 27th Multiracial Asian American Politics Discussion Board
  - February 28th Week 8 quiz

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<th>Week 9: Contemporary Global Politics</th>
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<td><strong>March 1 – 7</strong></td>
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- **Transnational Adoption and Asian American Adoptees**
  - **Readings**
    - **KEYWORDS:** Adoption
    - “Tracing Our Histories: Making Connections Between Adoption and Ethnic Studies,” by Kimberly McKee (CANVAS)

- **Post 9/11 and the Racial Gendered State**
  - **Readings**
    - **KEYWORDS:** Deportation, Terrorism
    - “”Good” and “Bad” Muslim Citizens: Feminists, Terrorists, and U.S. Orientalisms” by Sunaina Maira (CANVAS)
    - *Uncivil Youth: Race, Activism, and Affirmative Governmentality*, “Confronting the State” by Soo Ah Kwon (CANVAS)

- **Assignments Due:**
  - March 6th Documentary Response Discussion Board
  - March 7th Week 9 Quiz

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<th>Week 10: Asian American Resistance and Solidarity</th>
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- **Asian American Mobilization, Resistance, and Solidarity**
  - **KEYWORDS:** Movement, Resistance
  - “We Will Not be Used: Are Asian Americans the Racial Bourgeoisie?” by Mari Matsuda, from *Asian American Studies Now*, (558-564). (CANVAS)
  - “KNOw History/KNOw Self**: Khmer Youth Organizing for Justice in Long Beach,” by Monisha Das Gupta (CANVAS)

- **Assignments Due:**
  - Monday March 15th Comprehensive Final Exam due by 11pm.