MC/HST 319 (Fall 2014)  
Classroom: 336 Case Hall  
Office: 361 North Case Hall  
Office hours: Tu 9-10am, Th 2:15-3:15pm & by appt.

Professor Anna Pegler-Gordon  
Email: gordonap@msu.edu  
Work: 517-355-6548  
Home: 517-706-0671 (9am-9pm)

Asian American History

Since before the mid-nineteenth century, people of Asian descent have migrated, lived, worked, and fought against discrimination in the United States. This course explores the histories of Asians in the United States from 1850 to the present, linking this longstanding presence with issues of contemporary significance.

This course covers a broad range of topics, reflecting the diversity and complexity within Asian American communities, both past and present. We will study the shared and different experiences of immigrants and Americans with origins in China, Japan, Korea, the Philippines, India, Vietnam and Laos. Together, we will explore: processes of colonialism, migration and exclusion; issues of citizenship; racial and ethnic identity formation; practices of resistance; work and labor relations; acculturation, family and community formation; transnational networks; and, representations of Asian Americans. Our historical topics will include: Chinese and Asian exclusion, Asian independence movements, World War II, Japanese American internment, the Cold War, the model minority myth, the Asian American Movement, post-1965 Asian American communities, transnational adoption, and multiracial identities. Throughout the course, we will pay close attention to the ways that gender, class, and sexuality intersect with racial, national and generational identities.

In addition to learning the histories of Asian Americans, this course will also consider how these histories have been told and what these ways of telling reveal about contemporary Asian American concerns. We will study aspects of Asian American experience that have been ignored in traditional narratives of American history, but we will also ask: What changes when we look at American history through Asian American eyes? How does Asian American history transform American history? And how has Asian American history itself been transformed over time? We will study the history of Asian Americans, but we will also critically interrogate the term, “Asian American.” We will ask: What is a pan-ethnic Asian American identity? What is the history of this identity and how has it been constructed? Under what conditions and for whom is this identity meaningful?

Course Materials

All required books are available for purchase from the College Store, the Student Book Store, Ned’s Bookstore, and the Spartan Bookstore. The coursepack is available for purchase from the Collegeville Textbook Company, 321 E. Grand River, www.ctcmsu.com, 517-922-0013. The price is $37.90. Books and coursepack articles are available on reserve in the University Library and most should also be available in the James Madison Library (although please check on this in advance as I have not yet received additional copies of all the readings). You should also always bring your book and/or articles to class on the day that they are assigned. If you have circumstances that make it difficult to purchase the books or access them at university reserves, please let me know, as I may be able to loan you books from my library.

Required Texts


Manbo, Bill. *Colors of Confinement: Rare Kodachrome Photographs of Japanese American*
Course Requirements, Assignments and Expectations
Following are the various components of your work and your grade in this course:

- Participation (20%)
- Walking tour project (20%)
- Oral history project (20%)
- Primary source analysis (20%)
- Quizzes (20%)

Participation (20%)
Class sessions will use both lecture and discussion to strengthen your understanding of the course themes and to improve your critical historical skills. Each session will be organized on the assumption that you have carefully read the assigned texts and that you are prepared to discuss them thoughtfully. The requirements are as follows:

- Attend all class sessions and arrive promptly for class. *Repeated late attendance disrupts the class and will be reflected in your participation grade.*
- In the case of a significant, unavoidable conflict (such as a religious holiday or court date), an emergency (such as hospitalization), or chronic illness you will receive an excused absence. Religious observances do not require documentation, but other excused absences should be documented. In other cases, such as car breakdowns, minor illnesses, etc., you will receive an unexcused absence. More than two unexcused absences from class sessions will affect your final grade. *Students with more than four unexcused class absences will not be eligible to receive a participation grade and may not be eligible to receive a course grade.*
- Read all required materials carefully and bring a copy of the readings to class.
- *Prepare for class meetings by contributing discussion questions* and developing your own notes on the readings, even on days when you are not contributing discussion questions. I will provide guidance and a sign-up sheet for discussion questions.
- Make informed, thoughtful contributions to class discussions consistently throughout the semester.
- Regularly review contemporary news sources covering Asian American issues, including the *New York Times.*
- *Attend two events outside class.* As Asian American History is rooted in Asian American communities, students are required to attend two community-based events related to our course themes. I will also be offering a bus tour of Asian Americans in Detroit during the semester which will count as two events. You will write a short reflective comment upon your selected event as part of a D2L discussion forum and may take part in a short discussion reflection in the following class. If you would like to promote a course-related event in which you are involved, please let me know. I will identify some events (and you may email Meaghan Kozar at kozarme@msu.edu for a weekly list of OCAT events), but if you would prefer to attend and write about another event, please discuss this with me.
• Please do not use your phone, check your email, or otherwise use your electronics for non-course related material during class time. The congenial and collaborative environment of the classroom depends on your active participation. If I notice you using your phone or reading email during class, I will not interrupt our work but your inattention will be reflected in your participation grade.

• If you would like to record the lecture portions of our class sessions to assist with your learning, please discuss this with me in advance. Please do not record class discussions as this may inhibit the free exchange of ideas.

• Meet with me at least two times during office hours or by appointment, one group meeting to discuss your research for the walking tour project and one additional discussion.

Please feel free to raise questions in class, whether during lecture or discussion. All questions are welcome, no matter how basic, complex or confused! If you would prefer to ask your question privately, you can talk with me before or after class, drop by my office hours, or email me.

Although it is only required to meet with me twice during office hours, you are always welcome to drop by! It is especially important that you come to my office hours if you feel that you are having difficulties with the course. You may come individually or, if you prefer, with other students. If you cannot make my assigned office hours, I am always happy to make an appointment with you for another time or to talk on the phone.

Walking tour project (20%)
In this course, we will not only study history, we will make history! We will research the history of Asian Americans at MSU and create a walking tour based on our research. In the process of working on the walking tour, we will:
• Strengthen our skills as historians by doing authentic historical research and writing;
• Extend our understanding of Asian American history and share this understanding broadly by contributing to the emerging field of Asian American history in the Midwest;
• Learn how to apply key themes and topics in Asian American history to the experiences of Asian Americans at MSU;
• Develop real life writing and interpretation skills as we translate our research into a usable format as part of the walking tour; and,
• Create a permanent record of our work which you will be able to share with family, friends, employers and graduate school admissions committees to demonstrate your ability to work effectively as part of a team to create an original historical project.

As we work on this collaborative project throughout the semester, you will receive guidance on research and writing components as well as the technical components of creating an online walking tour guide. Although the finished product will be concise, you will need to engage in significant independent work outside of course time to complete the project successfully. This is why the project carries the same weight as the other course components. Our work on this project will be collaborative; however, your contribution will be graded individually.

Oral history project (20%)
Oral history plays a central role in Asian American history, both because of the field’s focus on the significance of ordinary lives and because many Asian Americans do not have the access to write their histories more formally. Therefore, one of your assignments is to conduct an oral history. In order to develop your skills in conducting oral histories, we will study examples and learn about good practices. Depending on your unit of the walking tour, some students will interview individuals related to their unit and others will interview friends, family or other community
members. You should think about whom you might want to interview and make sure that you have their consent well in advance of the assignment.
The components of the oral history assignment are as follows:
• Learn about ethical and effective oral history practices.
• Select an interviewee, secure their consent and notify me of your subject.
• Conduct a tape-recorded interview of your subject.
• Transcribe your interview.
• Write a 4-7 page history of your subject, which places their own words and your description of their history within an analytical framework.
A detailed assignment sheet will be provided in advance of our work on the oral history. It is my expectation that we will place these histories in an archive for other scholars to access and use in their research.

**Primary source analysis (20%)**
All historians work not only with secondary texts, but also with primary sources (original documents created during the time that they describe). In your primary source research and analysis, you will:
• Learn about research strategies for available online and archival primary sources.
• Research and locate a primary source (or set of sources) which may be related to your section of the walking tour project or may be another source, such as a legal case, letters, a photograph, a newsletter, or an image in the Appel Collection of Ethnic and Immigrant Caricature.
• Write a 4-7 page analysis of the document or documents in historical context.
As with the other course projects, a detailed assignment sheet will be provided.

**Quizzes (20%)**
There will be five scheduled in-class quizzes, each worth 4% of your grade. These quizzes will be designed to test your content knowledge and familiarity with the course themes, drawing on both readings and lectures. You must be in class on the quiz days in order to take and receive credit for the quiz. If you have an excused absence, your average of the other quizzes will be used for your excused mini-exam grade. If you have an unexcused absence, there is no make-up quiz. However, if your participation and other work in class is deserving of a particular grade, I will not let your grade drop to a lower overall course grade on the basis of one missed quiz. If you have more than one quiz absence, please talk with me.

**Grading policies**
All written assignments must be typed and double-spaced with one-inch margins. The should also be carefully reviewed, revised and proofed. All assignments MUST be handed in on time, unless you have made prior arrangements with me. **Unexcused late assignments will be subject to a penalty of 1.0 grade point per assignment per day.**

**Grading criteria**
Participation, written and other work will be graded according to the criteria listed below. As these criteria show, once the minimum requirements are met, it is the quality rather than the quantity of your contributions that will be considered in grading. That is, you will not get a better grade simply for speaking a lot during class or for handing in long papers. Rather, it is important that you think carefully and take the time to convey your thoughts effectively. In those cases where participation and written work shows a marked improvement during the course of the semester, later grades will carry more weight.
Grades

4.0 Exceptional work
Offers exceptional insights during class discussions; listens carefully and responds thoughtfully to other students; outstanding, original written work consistently makes an astute and sophisticated argument.

3.5 Excellent work
Makes consistent contributions to class discussions which demonstrate full and careful reading of assigned materials; written work is original, clearly written and carefully argued.

3.0 Good work
Makes regular contributions to class discussions; however, these contributions are not always consistent in terms of quality or quantity; written work makes a persuasive argument that is clearly written and reasoned.

2.0 Sufficient work; meets minimum requirements
Occasionally contributes to class discussion; written work reveals knowledge of course themes and familiarity with the assigned materials; however, it is not always clearly written and does not develop a consistent argument.

1.0 Below average work; does not meet minimum requirements
Rarely speaks during class discussions, despite regular attendance; written work does not always demonstrate an understanding of the course themes or familiarity with the assigned readings; written work does not make an argument and is not clearly written.

Students with Disabilities
Students with documented disabilities are provided academic accommodations through the Resource Center for Persons with Disabilities in 120 Bessey Hall, 353-9642, rcpd@msu.edu. If you need academic accommodations, please let me know your specific needs by the second week of classes so that I can work with you effectively. If you are unclear as to what constitutes a disability or what help you may be entitled to, please talk with me or someone at the Resource Center.

Madison College Instructional Model
As in other Madison classes, you will receive one additional credit beyond your classroom contact hours for this course. This credit reflects the expectation of extensive additional work, as well as contact with your professor during office hours and requirements to attend course-related community events.

Honors option
If we have sufficient student interest, I would be happy to have an honors option about Asian Americans in film. This option would meet four evenings during the semester to view and discuss four narrative films about the Asian American experience. Students would also study some short readings to help interpret the films and write a formal 4-page analytical paper about one or more of the films. This option is open to all interested students, not only those who are enrolled in the honors college. However, even though it may strengthen your participation, you would only be able to receive honors credit if you receive a grade of 3.5 or higher for the course.

Asian Pacific American (APA) Studies Specialization/Minor
Asian American History is a key course in the APA Studies specialization, which is currently being converted into a minor. If you have taken other courses about race (such as WRA 125, SOC 215, MC281 or MC385) and Asia (such as language, history or policy courses), you may be more than half way to completing the APA Studies Specialization! As Director of the APA Studies Program, I would be very happy to talk with you about possible options.
**HST319 option**
This course is an interdepartmental course connected to HST319 (Asian American History). If you would prefer to have this course appear as HST319 on your transcript or you need it to appear as HST319 to meet your major or minor requirements, then please let me know. After the course is completed, you will need to get in touch with Dr. Emily Tabuteau (tabuteau@msu.edu), the Director of Undergraduate Studies in the History Department, who will make sure that this change is made to your transcript.

**Course Calendar**

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<thead>
<tr>
<th>Date</th>
<th>No.</th>
<th>T=Textbook</th>
<th>CP=Course Pack</th>
<th>H=Handout</th>
<th>F=Film</th>
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<td><strong>INTRODUCTION: ASIAN AMERICAN HISTORY, IDENTITY, COMMUNITY</strong></td>
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<td>Introduction</td>
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<td>Handouts will be distributed in class, but you may also access them in advance if you prefer.</td>
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<td>• WATCH IN CLASS Renee Tajima-Pena, dir., <em>My America (… or Honk if You Love Buddha)</em> (1988). (87 minutes)</td>
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<td>History, Identity, Community</td>
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<td></td>
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<td>• Gary Okihiro, “When and Where I Enter” in <em>AASN</em>, 3-20</td>
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<td>History, Identity, Community</td>
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<td>• Angelo Ancheta, “Neither Black nor White” in <em>AASN</em>, 21-34.</td>
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<td>• Vijay Prashad, “Crafting Solidarities,” in <em>AASN</em>, 540-557.</td>
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<td><strong>1850-1940</strong></td>
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<td>Origins of Immigration and Exclusion</td>
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<td>Origins of Immigration and Exclusion</td>
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<td>• QUIZ</td>
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<td>• Sucheng Chan, “Asian American Struggles for Civil, Political, Economic, and Social Rights” in <em>AASN</em>, 213-238.</td>
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<td>9-18</td>
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<td>Women and Work</td>
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<td>• Judy Yung, “Unbinding the Feet, Unbinding Their Lives: Chinese</td>
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Optional reading:

9-23 Women and Work

9-25 Rosh Hashanah: No Class

9-28 Due Midnight: Primary Source Analysis

9-30 Colonialism and Independence

10-2 Race and Citizenship

10-7 Select and submit name of oral history subject
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>10-9</td>
<td><strong>1940-1965</strong></td>
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<td>Japanese American Internment</td>
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<td>• QUIZ</td>
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<td>• Eric Muller, “Introduction: Outside the Frame” and Bacon Sakatani, “A</td>
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<td>Youngster’s Life Behind Barbed Wire” in Eric Muller, ed., *Colors of</td>
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<td>Confinement*, 1-34.</td>
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<td>• Review all photographs carefully, including those from 35-82.</td>
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<td>10-14</td>
<td>Japanese American Internment</td>
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<td>• Jasmine Alinder, “Camera in Camp” and Lon Kurashige “Unexpected Views</td>
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<td>• Review all photographs carefully.</td>
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<td>10-16</td>
<td>Paper Sons</td>
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<td>• Tung Pok Chin with Winifred Chin, <em>Paper Son</em>, xi-68.</td>
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<td>10-19</td>
<td><strong>Due Midnight: Oral History Transcript</strong></td>
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<td>10-21</td>
<td>Paper Sons and Cold War Impacts</td>
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<td>• Tung Pok Chin with Winifred Chin, <em>Paper Son</em>, 69-147.</td>
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<td>10-23</td>
<td>Cold War Impacts</td>
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<td>• Ji-Yeon Yuh, “Out of the Shadows: Camptown Women, Military Brides,</td>
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<td>and Korean (American) Communities” in <em>AASN</em>, 239-255.</td>
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<td>• Catherine Ceniza Choy, “Introduction,” and “Race and Rescue” in *Global</td>
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<td>Families: A History of Asian International Adoption* (New York: New</td>
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<td>10-28</td>
<td>Cold War Impacts</td>
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<td>• QUIZ</td>
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<td>• Bob Lee, “Cold War Origins of the Model Minority Myth,” in <em>AASN</em>,</td>
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<td>Times Magazine* (1966)</td>
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<td><strong>1965-present</strong></td>
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<td>Asian American Movement</td>
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<td>Asian American Movement</td>
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<td>11-6</td>
<td>Asian American Movement</td>
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<td>• Daryl Maeda, <em>Chains of Babylon</em>, 97-159.</td>
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<tr>
<td>11-9</td>
<td><strong>Due Midnight: Oral History Analysis Paper</strong></td>
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</table>
11-11  21  Asian American Movement
- WATCH IN CLASS: Tony Lam, dir., Vincent Who? (2010) (40 minutes)

11-13  22  Refugee Experiences and Identity
- QUIZ

11-18  23  Walking Tour Workshop

11-20  24  Multiracial Identity

Further reading:

11-25  25  Impacts of September 11
- QUIZ

11-27  NO CLASS: THANKSGIVING

12-2  26  Final Upload and Presentation of Walking Tour Research

12-4  27  Conclusions
Statement on Academic Integrity

There is strong evidence that academic dishonesty is increasing in U.S. colleges. Some commentators attribute this to the increased ease of plagiarism: internet access and wordprocessing programs make it comparatively easy to cut and paste other people’s words into your work. Others claim that, in part because of the rise of the internet and collaborative sources of information such as Wikipedia, students are less familiar with the boundaries between honest and dishonest citation. This statement is part of my efforts in this class to help you become more familiar with issues of academic integrity and their importance in academic work.

In his essay on “Plagiarism in Colleges in USA,” Ronald B. Standler asks the question: “What is plagiarism?” According to Standler, “In minor cases, it can be the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) names(s) and substituted the plagiarist’s name, perhaps did some reformatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or as part of the requirements for a degree (e.g., thesis or dissertation)” (Standler 2012, 5). However it is done, plagiarism is the misrepresentation of someone else’s words or ideas as your own.

Most often academic dishonesty refers to plagiarism, but it also includes other forms of misrepresentation. For example, I consider presenting work from another class as work produced in this class as one form of academic misrepresentation. Obviously, you should build on ideas, themes and readings from other classes, but you should not use substantial sections of written work produced for another class in papers produced for this class. Another form of academic dishonesty is subtly misrepresenting ideas or words to make your argument more forceful. Some examples would be claiming that a piece of primary evidence “clearly” supports your argument, when you are not sure if it is really clear. Or quoting a historian’s words accurately, but out of context.

As these examples suggest, academic honesty is a problem in part because it is not always clear where to draw the line between honest and dishonest representation. However, if you have any uncertainty, you should listen to your doubts and write only what you are certain is true. I would be very happy to discuss these borderline cases with you, as they can sometimes illuminate the complexity of writing about history.

Most importantly, academic honesty and proper attribution are fundamental to the collaborative creation of knowledge. The appropriate citation of other people’s words and ideas allows us to build on their work and to share our own ideas with the confidence that they will be acknowledged. As a student in this class, you will learn new content information. But more importantly, you will learn new concepts, new ways of thinking about and understanding the world in which we live. You will not only learn from me and from the course readings, but also from your fellow students, from your oral history subjects and from your historical research. In the process, you will develop your own original ideas. As we share these ideas in class, in written assignments, and in the walking tour project, standards of academic integrity require that we do so honestly and respectfully, acknowledging what we have learned from others and what we are ourselves contributing.

Beyond the importance of integrity to the expansion of knowledge, the punishment of plagiarism is also a serious matter. The James Madison College Student Handbook contains the following statement as part of the Policy on Academic Dishonesty: “The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum, a 0.0
in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student's confidential file. ... The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the Student-Faculty Judiciary. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Director of Academic and Student Affairs, should seek the student’s dismissal from the College and the University.”

The MSU policy on plagiarism and additional information about academic integrity is also available through the MSU Office of the Ombudsman: https://www.msu.edu/~ombud/academic-integrity/index.html

Tips to help you avoid unintentional plagiarism and misrepresentation:

- As you make research notes for your papers, be sure to keep a careful record of your sources, including all the relevant information. This is especially important if you are collecting source materials from the internet or combining different source materials in the same file.
- If you are quoting words that are already quoted in a secondary source (rather than quoting from the original document) you should either check the original document for accuracy or acknowledge that you are quoting from a secondary source, e.g. Ronald B. Standler, “Plagiarism in Colleges in USA” (2012) cited in Anna Pegler-Gordon, MC319 Syllabus, August 27, 2014, p. 11.
- Check your writing for factual accuracy, just as you would for grammatical accuracy. Ideally, you should highlight all the factual statements and citations in your work and check these against the original sources to ensure their accuracy.
- Check that every quote and substantially original idea from another source has a citation.
- Internet citation is a new and sometimes complicated process. However, internet sources, like all sources must be cited. A useful resource is the Chicago Manual of Style online which includes brief notations on how to cite internet sources: http://www.chicagomanualofstyle.org/tools_citationguide.html
- Finally, if you have any doubts about the honesty or accuracy of any part of your work, err on the side of caution.

Work Cited