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, including intersections with other liberation movements; the murder of Vincent Chin; Sa-I-Gu (the LA riots); Asian American communities after September 11; 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. We will also ask: What changes when we look at American history from Asian American perspectives? 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?

In addition to readings from secondary sources such as cultural, social and oral histories, this course will include a broad range of primary sources, including laws, government reports, court rulings, newspaper reports, memoirs and poems. Throughout the semester, we will also pay special attention to visual media, such as films, photographs and cartoons.

Course Materials
All required books are available for purchase from various book stores around town, including the Student Book Store and the Spartan Bookstore. All other readings are on D2L
and, where noted on the syllabus, through electronic resources at the MSU library. Books are also available on reserve in the University Library. **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, please let me know, as you may be eligible for a scholarship from either the APA Studies Program or James Madison College. I may also have an extra copy of some of the books.

**Required Texts**

Please note: It is critical that you purchase this 2014 edition of *Island* as the earlier editions (1980 and 1991) are very different.

Additional articles on D2L and, where available, through MSU library electronic resources.

**Course Requirements, Assignments and Expectations**
Following are the various components of your work and your grade in this course:
- Participation (20%)
- Oral history project (20%)
- Public history project (20%)
- Final paper (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. I know that many people prefer to read articles online, rather than in hard copy. However, even if you make notes on your readings electronically, you must still bring a printed copy to class to allow you to use the readings in discussion without using your computer.
- Prepare for class meetings by developing your own ideas about the readings and contributing discussion questions. I will provide an assignment sheet with guidance for these responses and discussion questions. We will reserve about 5 minutes at the beginning of each class for you to contribute your ideas and questions to help shape our discussion.
- Make informed, thoughtful contributions to class discussions consistently throughout the semester.
- 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 or express a concern privately, you can talk with me before or after class, drop by my office hours, email me, or leave a note in my mailbox.
- Regularly review contemporary news sources covering Asian American issues, including the *New York Times*. I will bring news articles from the *Times* concerning Asian Americans into class and would appreciate it if you do the same.
- 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. 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 APA Studies Program Coordinator 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 need to use your phone for an urgent communication, please step outside class.
- 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. 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 or if you do not participate as extensively as some students during class. 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.
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. You may choose to interview a friend, family member or other community member. You should think about whom you might want to interview and make sure that you have their consent well in advance of the assignment. I have arranged to have the oral histories that are relevant to MSU placed in the MSU Archives for other scholars to access and use in their research. However, if your subject would prefer not to have his or her history placed in the Archives, this is entirely fine.

A detailed assignment sheet will be provided in advance of our work on the oral history. In the process of conducting the oral history, you will:

- Strengthen your skills as a historian by doing authentic historical research and writing;
- 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;
- Place this transcript in a public archive for use by future researchers (if you receive the consent of your subject); and,
- Write a 4-5 page history of your subject, which places their own words and your description of their history within an analytical framework.

Public History Project (20%)  
In this course, we will not only study history, we will make history! As you may know from your own experience, Asian American history is barely covered in Michigan K-12 classrooms and often invisible on campus and in the larger community. In this project, we will work to share our knowledge of Asian American history with the public. We will make the Asian American past visible in the present!

This is a collaborative project in which we will discuss and decide upon our approach, with insight and guidance from Professor Pegler-Gordon and graduate fellow, Annabelle Estera. As we develop our ideas in discussion throughout the semester, we will create detailed assignment sheets and deadlines to keep us on task with our responsibilities. In previous classes, students have created a walking tour of Asian Americans at MSU and K-12 lesson plans about Asian American Civil Rights as part of a Michigan Department of Education initiative, “Teaching the Movement in Michigan” (selections will be available on our D2L site).

In this public history project, you will:

- Strengthen your skills as historians by doing authentic historical research and writing;
- Extend your understanding of Asian American history and share this understanding broadly by contributing to the emerging field of Asian American history in the Midwest;
• Develop real life writing and interpretation skills as you translate your research and secondary course readings into an accessible format; and,
• Create a permanent record of your work which you will be able to share with employers and graduate school admissions committees to demonstrate your ability to work effectively as part of a team to create an original Asian American public history project.

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.

**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. The quizzes provide you with quick feedback on how you are doing and provide me with feedback about course topics that we may need to review in more depth.

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.

**Final Paper (20%)**
In addition to other written assignments, you will also complete a 4-5 page final paper, worth 20% of your grade. This will be cumulative essay, covering all the materials reviewed previously in the course. You will answer one of three essay questions provided, incorporating materials from throughout the course as well as your own experiences.

An assignment sheet with the questions and guidelines will be provided two weeks in advance of the essay due date. In this assignment, you will:
• Demonstrate your careful reading and understanding of course materials, lectures, and discussion;
• Integrate and synthesize your learning from across the course, including especially the course readings, into a longer paper;
• Develop your own original ideas about Asian American history through an extended argument that engages with secondary course readings and, if you choose, primary sources;
• Strengthen your writing skills in an essay format; and,
• Reflect upon your work in the course, taking time to consider what you have learned throughout the semester.
**Grading policies**
All written assignments must be typed and double-spaced with one-inch margins. The should also be carefully reviewed, revised and proofed. If you need an extension, please let me know. 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 to what help you may be entitled, 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 discussing Asian Americans in film, short stories, or John Okada’s *No-No Boy*. This option would meet four times during the semester to view and discuss the representation of Asian Americans in four historic films; read four short stories about the Asian American experience; or read and discuss *No-No Boy* (a 1957 novel about the impacts of Japanese American internment which was reissued in 2017). 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 will only receive honors credit if you earn a grade of 3.5 or higher for the course.

Asian Pacific American (APA) Studies Minor
Asian American History is a key course in the APA Studies minor. If you have taken other courses about race (such as 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 former Director and current board member in 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, 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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<tr>
<th>Date</th>
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<th>Introduction</th>
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<tr>
<td>1-9</td>
<td>1</td>
<td><strong>Introduction</strong></td>
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<td>1-11</td>
<td>2</td>
<td><strong>Introduction (2)</strong></td>
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<td>1-15</td>
<td>3</td>
<td><strong>Martin Luther King, Jr. Holiday</strong></td>
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<td>Please take the opportunity to attend one of the events organized by the university and the community to honor Dr. King and promote his legacy of social justice.</td>
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<td><strong>Introduction (3)</strong></td>
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<td>• <strong>Due: Proposed Oral History Subject</strong></td>
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<td>1-18</td>
<td>5</td>
<td><strong>Immigration and Exclusion</strong></td>
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<td>1-23</td>
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<td><strong>Immigration and Exclusion (2)</strong></td>
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<td>• <strong>Due: Oral History Subject’s Name and Consent Form</strong></td>
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1-25 6 **Social Organizations and Organizing**
- QUIZ

1-30 7 **Colonialism and Independence**

2-1 8 **Colonialism and Independence (2)**

2-2 F
- Due: Oral History Transcript

2-6 9 **Race and Citizenship**

2-8 10 **Race and Citizenship (2)**
2-9  F
- Due: Oral History Paper

2-13  11 Japanese American Internment
- Eric Muller, ”Introduction: Outside the Frame” and Bacon Sakatani, “A Youngster’s Life Behind Barbed Wire” in Eric Muller, ed., Colors of Confinement, 1-34.
- Review all photographs carefully, including those from 35-82.

2-15  12 Japanese American Internment (2)
- QUIZ

2-20  13 Paper Sons
- Tung Pok Chin with Winifred Chin, Paper Son, xi-61.

2-22  14 Paper Sons and Cold War Impacts
- DUE: Preliminary work on public history project
- Tung Pok Chin with Winifred Chin, Paper Son, 62-147.

2-27  15 Cold War Impacts (2)

3-1  NO CLASS

3-5  NO CLASSES: SPRING BREAK

3-13  16 Cold War Impacts (3)

3-15  17 Cold War Impacts (4)
- Catherine Ceniza Choy, ‘‘Exported to Care’: A Transnational


### 3-20  18 Model Minority Myth

- QUIZ

### 3-22  19 Asian American Movement

- **Due: Draft of public history project**

### 3-27  20 Asian American Movement (2)


### 3-29  NO CLASS

### 4-3  21 Asian American Movement (3)


### 4-5  22 Asian American Movement (4)


### 4-10  23 Southeast Asian Experiences and Identity

- QUIZ
4-12  24  Southeast Asian Experiences and Identity (2)


4-17  25  Sa-I-Gu/LA riots

- Due: final public history project

4-19  26  Immigration and Deportation Post-September 11


4-24  27  Mixed Race Representations and Politics

- QUIZ

4-26  28  Conclusions

- SIRS evaluations

5-4  Fr  Final Paper

- Due: Final paper due on D2L dropbox by 10am
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 and in written assignments, 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.

In spring 2016, the Associated Students of Michigan State University (ASMSU), approved an honor code pledge that “As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”
Beyond the importance of honesty and ethical conduct to the expansion of knowledge and personal integrity, 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