Meeting Time: T, TH 3:30 – 4:50 p.m.
Location: Shiffman Humanities Center 202
Instructor: Dr. Leanne Day (call me Dr. Day)
Office: Raab 106
Office Hours: TH 1:30-3:00 or by appointment
Email: lday@brandeis.edu
Class Website: https://moodle2.brandeis.edu/course/view.php?id=10527

Course Description:
This course offers a critical introduction to the field of Asian American Studies through a survey of major works, events, authors, and themes from the late 19th century to the present. We will question the categorization of “Asian American and Pacific Islander (AAPI)” Studies and consider how this collective emerges and its utilization in the present day. One of our central inquiries will be based on interrogating what these subject positions mean and how they relate to the U.S nation, citizenship, global empire, and the formations of ethnic communities. Given the expansive time period this course covers, students should expect to encounter an overview of major historical events, legislations, and cultural issues that lead us to the present day. We will explore the experiences of Asian Americans and Pacific Islanders particularly through Hawai‘i and within regional, national, and global contexts relying on interdisciplinary approaches and historical framings. This course situates the necessity of understanding the historical, legal, political, and cultural contexts that continuously define “Asian America,” “Asian American Pacific Islander America,” and broadly, “Pacific Islander.”

What does it mean to combine racialized categories? Who is included in these groups at what point in time? Who is excluded? How has the term shifted in relationship to U.S. regional, national, and global issues and interests? Our readings and discussions will emphasize the flexible nature of the figure and subject position of “AAPI” to the U.S. nation-state. This also calls into question how to reckon with Pacific Indigeneity as a sub-category of Asian America; in other words, we will investigate what is politically and economically at stake in claiming any of these positions.

This course is generally organized by both chronological Asian migration to the U.S. and the topics of imperialism, labor migration, racism, community formation, and resistance. Through these topics, we will identify the ways in which U.S. empire and migration shape the domestic and global context of a presumed collective of “Asian America” or “Asian Pacific Islander.” More specifically, we will chronologically and thematically examine how waves of Asian migration are tied to legal and political aims that lead to the formation of Asian American Studies in the 1970s and through our contemporary moment. While we will be covering the history of Chinese, Japanese, Korean, Asian Indians, Southeast Asians, and Filipinos, our course requires a broad engagement with what constitutes “Asian America.” As a result, this course demands a transnational and global approach to reckoning with the intersections of labor migration, U.S. wars abroad, and imperialism as well as settler colonialism on Asian subject formation and its relationship to Indigeneity.
Our materials will encompass multiple genres including but not limited to theoretical texts, memoir, legal cases, literary production, documentaries, historical documents, newspapers, and popular culture and media. We will develop our argumentation skills through various writing assignments that require coherent complex claims, concrete evidence, and analysis of multiple genres.

Students should expect to actively participate in class activities, including lectures, group presentations, group work, online posts, and discussions. It is crucial to bring an open-mind and respectful attitude to this class in order to create a supportive learning environment.

General Course Skills:
- Students are able to contextualize and analyze the materials or topics covered, historically, politically, and culturally.
- Students are able to perform competent close readings of course texts and similar texts.
- Students understand the investments, contexts, and effects of the kind of close/critical reading skills or approaches under study and use.
- Students are able to critically analyze and write about the course themes and topics, including developing research skills.

Specific Objectives:
- Students will be versed in major themes of the field and a basic chronology of Asian American history.
- Students will have been introduced to a range of issues in terms of the power dynamics and relationships between the United States and Asia/Asian America and the Pacific.
- Students will demonstrate an understanding of the methods and approaches that produce knowledge in the field of Asian American Studies historically and in the contemporary moment.
- Students will articulate the ways various genres of cultural memory operate in relationship to historical, political, and social contexts.

COURSE TEXTS AND MATERIALS:

You are required to have access to all of these texts whether electronically or hardcopy. You must download all the readings from our class website and have access to them in class either printed or on a laptop/notebook (no phones). There are copies of all the books below at the bookstore. You are welcome to obtain copies from other sources, but I ask that you have access to them in class (again, not on a phone).

Carlos Bulosan *America is in the Heart*
Mary Paik Lee *Quiet Odyssey*
John Okada *No-No Boy*
Kao Kalia Yang *The Late Homecomer*
Celeste Ng *Everything I Never Told You*
All course readings are available on our website – readings will be uploaded throughout the semester and it is your responsibility to check the calendar to make sure you have the correct article/excerpt.

Other Materials:
- A notebook for in-class writing
- A folder to keep handouts and other materials together
- Internet access and an active Brandeis ID and e-mail account

ASSIGNMENTS AND ASSESSMENT

Your grade in this course is based on the following components:

**Participation, Attendance, Homework, and Discussion: 30%**

**Attendance:**
Attendance is mandatory and part of your participation – if you are not in class, you are not able to participate. Repeated absences are disrespectful to me, as your professor, as well as your fellow classmates. If you plan to miss a class, you must have a valid excuse (e.g., injury, family emergency, athletic commitment, etc.) and inform me ahead of time. If you miss more than two classes without extenuating circumstances, you will forfeit the entire portion of the final grade designated for attendance and participation (30%).

I expect everyone to arrive to class on time and prepared, meaning you should have your copy of the reading for that day and you should have read it in advance so that you are ready to discuss. Being prepared to engage in class activities and discussions is crucial to being successful in this course. In addition to these basic expectations, your participation grade will be assessed on the basis of the following components:

**Group work & class discussion:** These serve as important opportunities to generate questions, clarify readings, and to work through ideas collaboratively; this means your participation is vital to the success of our class. Throughout the semester, you will be required to summarize readings and offer questions to facilitate discussions. We will often work in pairs or small groups – this is an opportunity to demonstrate your class engagement in various settings and allows for a range of types of discussions.

**Free-writes & homework assignments including online discussion posts:** There will be frequent short free-writes and/or occasional homework assignments graded credit/no credit. Some of these assignments will require you to post online to our discussion boards as well. You are allowed one missed discussion post; each subsequent missed post will result in a deduction of 5 points per post.

**Reading quizzes:** I may give short reading quizzes with or without advance notice. These quizzes will be designed to assess how well you are keeping up with course readings, lectures and discussions. Quizzes cannot be made up.
Writing Assignments and Project: 70%

Reading Responses (3 total): 15%
These responses offer you a way to engage in conversations about the course reading beyond the context of class meetings. These will be submitted before class online on the day it is due. I do not accept late reading responses.
Each Reading Response is worth 10 points. To successfully complete a Reading Response:
- List and identify (using page numbers and brief quotes) 3 – 5 moments from throughout the reading that you find compelling and relevant to any of the course questions and in-class discussions; you will properly quote and cite these moments.
- Choose one of those moments to further explore by writing a 350 - 600 word response (word count does not include the selected quotes or summary) that demonstrate a careful reading of the text in relation to any of the course themes. Don’t worry about making an argument or coming to any conclusions – rather, use these responses as an opportunity to deepen your understanding of the texts and the issues they engage. This is your chance to explore the text and consider your initial reactions in a more informal manner. You can also reference other texts we have read or discussions/materials presented in class.
- Carefully proofread for spelling, grammar, syntax, and spelling.
- Submit to Moodle BEFORE our class time.

One Short Paper 15%
This essay will perform a close reading on the primary text of your choice from class in order to support an argumentative claim regarding how your text represents America in various ways. You will use Mary Paik Lee’s *Quest Odyssey* to consider topics including but not limited to Asian American resistance to oppression, Asian American accommodation to oppression and thinking through the processes of white supremacy, colonialism, and patriarchy throughout the text. This should be 3–4 pages double-spaced with proper MLA citation. You will need to use one secondary source from the class reading.

Prompt: How and why does Mary Paik Lee’s autobiography ultimately represent a testament to Asian American resistance to oppression and/or Asian American accommodation to oppression? How does Lee frame her narrative? Please consider and explain how Lee and her family responded to colonialism, white supremacy, patriarchy, poverty, and other factors and forces— with at least three specific examples and direct quotes from the text—as you develop your argument.

In-Class Midterm Exam: 15%
Further instructions will be given in class.
No make-up exams will be allowed unless there is a verified absence with documentation.

Final Project: 25% (20% for the paper; 5% for interview write-up and research proposal)
I WILL NOT ACCEPT LATE FINAL PAPERS.
Your final paper will be an 8-10 page double-spaced essay using MLA format. You will interview a familiar person and then interpret that person’s life within a broad historical context. You will be required to do research and find one outside primary and one secondary source to supplement your interview. We will have time in the library and a research session to help you.
find sources. This will include a required research proposal that you will submit along with your interview questions and responses.

You will interview a familiar person and then interpret that person’s life within a broad historical context. The person does not need to identify as an Asian American, but should be someone you would like to know more about (e.g., a relative, co-worker, professor not including me, neighbor, acquaintance). I advise against choosing someone younger than thirty years old. How has the course of Asian American history or AAPI history shaped this individual’s experiences? How have the historical forces presented in the class and our readings affected her/him/them? This part is crucial for you to demonstrate your understanding of our course themes and materials in relationship to your selected interviewee.

1. By date TBD, choose a person to write about and schedule an interview. Prepare questions related to the course to ask during the interview (e.g., on migration, work, race, gender, community, family, sexuality, war).

2. Conduct your interview. Take careful notes or record the conversation. Rather than simply proceeding down your list of questions, listen carefully to the responses and ask follow-up questions as appropriate.

3. Review your notes and decide which personal experiences and historical themes you want to focus on. Do not worry if parts of the interview prove unusable. You may need to schedule additional interviews to clarify matters or to obtain more information. Organize your interview notes (about 6-8pages, double-spaced, typed) and submit to your instructor (date TBD).

4. Brainstorm your paper. You should have a clear sense of your argument, which explains your subject’s experiences in relation to the broader history, before you begin writing your paper. Turn in paper proposal with research sources (date TBD).

5. Select and organize specific evidence from the person’s experiences and the course’s readings to support your argument. Making an outline of your paper may prove extremely useful. Examples from the course do not need to correspond chronologically to the person’s history. For instance, you may discuss representations of Asian American women in the late nineteenth and early twentieth centuries to interpret an individual woman’s experiences in the late twentieth and early twenty-first centuries.

6. As you write the paper, stay focused on developing and supporting your argument. At least half of the paper should be devoted to explaining and discussing the broader history with specific examples from the readings and lectures along with your two outside sources. But please be sure to relate them clearly and explicitly to the person’s experiences.

**Paper Format:**
All formal and informal typed papers will be submitted online (this does not include any in-class writings or activities). You will follow MLA format for each paper otherwise I will deduct points. MLA guidelines can be found at: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)
• 1-inch margins (be sure to check—the default is often 1.25 inches)
• 12-point Times New Roman font
• Double-spaced
• A double-spaced heading in the top left-hand corner with your name, instructor name, class (AAPI 140 B1), and the date
• After the heading, include a centered title, NOT bold or underlined
• Include page numbers in the upper right hand corner of each page
• Proper MLA in-text citation (we’ll talk about how to do this)
• Works Cited page for all submitted papers (included reading responses)
• Electronic file name is all capitalized, consisting of your last name, underscore, first name, underscore and the assignment number (as in “POTTER_HARRY_ASSIGNMENTTITLE”)

Your heading should look like the following in the upper left hand corner of your paper. You may also use the sample Reading Response paper that will be handed out at a later time.

Ex: First name Last Name

Class and section

Instructor’s name

Date

Ex: Harry Potter

AAPI 140 B1

Dr. Day

August 30, 2018

CLASS POLICIES

You are expected to attend all class sessions, to complete the assigned readings as scheduled, and to participate substantively in discussions. Please examine the syllabus carefully and plan your schedules accordingly (that is, do not wait until the last minute to complete your assignments). Since we will discuss issues and topics in relation to preceding readings and lectures, it is imperative that you keep up with all assignments.

The course is fundamentally grounded in the exchange of ideas and conversation. Having an open mind and respecting your peers’ ideas is integral to your learning experience and will exponentially enhance our classroom discussions. It is normal and even expected that, in our class discussions, we will disagree. Differences can and should be discussed, but derogatory or
discourteous language/behavior will not be tolerated. Academic freedom, freedom of speech, and freedom of discourse DO NOT protect racism or other acts of harassment and hate.

**Electronics:**
Please turn off the ringer on all cell phones during class. No texting in class. This is disrespectful to your peers and to myself. If I see you on your phone, I will confiscate it for the rest of class and will affect your participation grade. If you must access your phone to address an urgent matter, please excuse yourself quietly and use your phone outside of the classroom.

Unless specified, laptops and other electronic devices should remain closed and in your bag. While I recognize that this may vary in class situations, if I am giving a lecture for example, and you prefer to take notes electronically, then you may use technology. However, as a ground rule, you will not need access for all of class time to your devices.

**Communication:**
Email and office hour visits are preferred. Please limit your e-mails to important and necessary matters. Many answers to your questions may be in the syllabus or on the course website. I do not provide substantial feedback via e-mail. I will do my best to respond via e-mail within 48 hours to all emails sent between **Monday through Friday**.

Please follow the below guidelines for emailing me. I encourage you to follow this format for all communications with your other professors and TA’s.

**Email Format:**
Begin e-mails with a greeting (Dear Dr. Day), include a message, and sign your e-mails with your name (“Best wishes” or “Thank you” and your name). Make sure to include a subject heading in your e-mails as well. In other words, “hey you” is not an acceptable greeting. When including an attachment in an e-mail, explain what the attachment is.

**Late & Incomplete Submissions for Writing Assignments:**
As stated above, I do not accept late Reading Responses.

If you have a scheduling conflict or an emergency (you must provide official documentation), get in touch with me as soon as possible to see if we can make other arrangements for deadlines. “Late” means not submitting assignments by the due date and time in hard copy and/or online unless you have made prior arrangements with me or there are extenuating, last-minute circumstances due to an emergency or illness. “Incomplete” means work that fails to fulfill the minimum requirements listed on the assignment prompt and is effectively treated “late.” Technology glitches do not excuse late or incomplete work. I do not accept:

- submissions of papers, homework, etc., by e-mail
- late assignments after one week from the deadline listed on the course calendar.

I do not provide written feedback on late submissions, however you may visit me in office hours to receive verbal feedback. Additionally, for each day your paper is late, your grade will drop one letter grade. Ex: A to A-, A- to B+ and so on. After a week, a grade of 0 will be entered for the missing assignment.
UNIVERSITY POLICIES

Plagiarism Policy:
Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing—as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. This includes failing to cite sources properly.

If you are in a position where you’re tempted to plagiarize, it probably means there’s something else going on. Perhaps you’re having trouble understanding what the assignment is asking you to do, or you’re struggling to manage the multiple obligations of being a college student. These are totally understandable dilemmas, so please come talk to me about the source of the problem (so we can work on solving it) instead of creating a more serious problem for yourself by plagiarizing.

Course expectations:
Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

Accommodations:
If you are a student with a documented disability on record at Brandeis University and wish to have reasonable accommodation made for you in this class, please see me immediately.

SEMESTER SCHEDULE BY UNIT AND READINGS
~All subject to change~


Week 2: Foundations: Orientalism, “Yellow Peril,” and Imperialism

Week 3: Global Empire and Exclusion: Chinese Migration and Exclusion

Week 4: Land, Law, and Gender: From Chinese to Japanese and Korean Migration

Week 5: Korean Migration and The Genre of Memoir

Week 6: Gender: South Asian Migration and the Making of “Whiteness”

Week 7: Filipino Migration and U.S. Empire
Week 8: Hawai‘i, Plantation Labor, and Interracial Organizing

Week 9: World War II: Internment and Incarceration

Week 10: Continued World War II – Japanese American Incarceration

Week 11: Cold War, Model Minority, Multiculturalism, Gender, and Sexuality

Week 12: U.S. Empire and Hawai‘i: Asian Settler Colonialism and Indigeneity

Week 13: 1965 Immigration Act, Social Activism, and the Emergence of Asian American Studies

Week 14: Refugees, “Boat People,” and Community Building

Week 15: Relational Racialization and Transnational Immigrants: “We Gon’ Be Alright” as “Model Minority?”

FINAL PROJECT DUE ONLINE ON WEDNESDAY, DECEMBER 19TH AT 11:30 p.m. ONLINE – NO LATE PAPERS ACCEPTED.