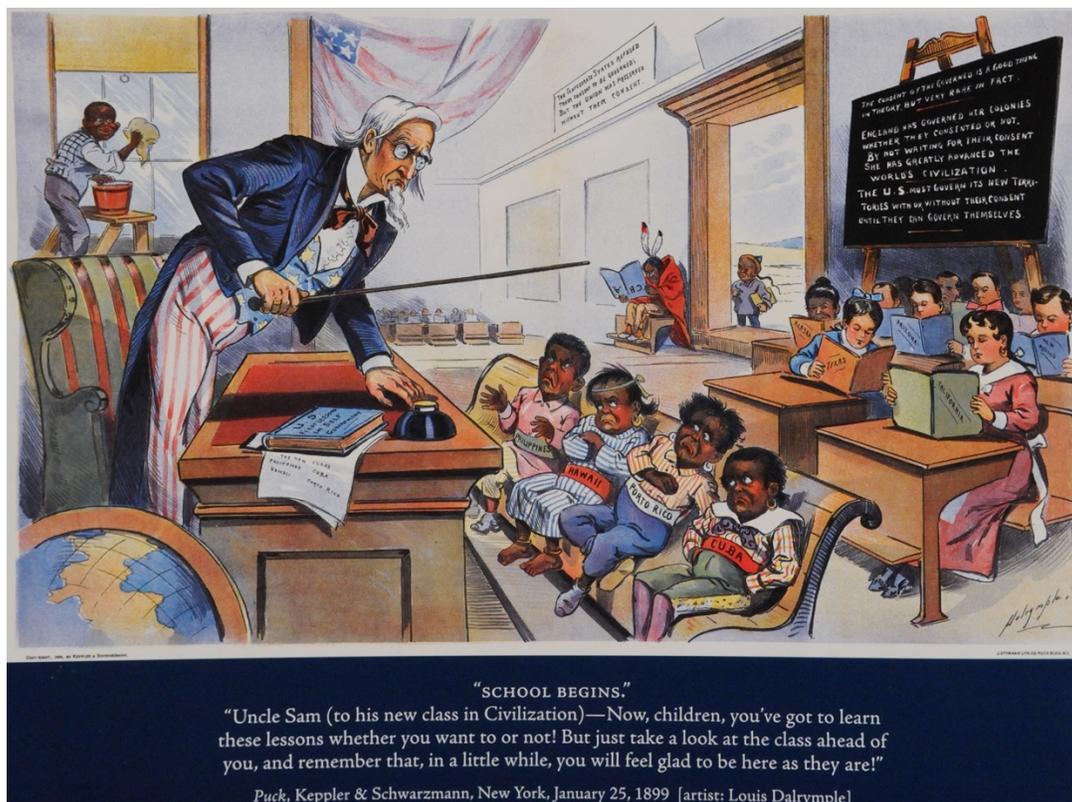


CULTURES AND CONTEXTS: ASIAN/PACIFIC/AMERICAN CULTURES

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Fall 2021

Course Room: SILV 101A
Lecture: Tu/Th 2 – 3:15pm



COURSE DESCRIPTION:

This course examines historical and contemporary moments in Asian/Pacific/American studies through an analysis of culture and power. We will together examine how cultural productions—film, television dramas, visual art, world's fairs, poetry, national monuments and memorials, among others—produce ideas, stories and silences in different historical moments about different Asian Americans and Pacific Islanders that have contemporary resonance today. For instance, how is it that the bikini, which most people associate with suggestive beach wear, has its origins in the U.S. nuclear testing of the first hydrogen bomb

on the Bikini Atoll that irradiated not only the Pacific but also the planet? How do histories of U.S. wars in Asia coupled with anti-Asian immigrant legislation shape media representations of Asian Americans as “perpetual foreigners” even centuries after Asian migration to the United States? Using different methods of cultural inquiry we will together examine the changing and complex ways that race, gender, sexuality, and indigeneity together produce intricate arrangements of power in U.S. society.

COURSE EXPECTATIONS:

In addition to coming to each lecture having done the week’s readings, students are expected to be on time, stay the duration and not pack up before class is over. *Laptops, iPads, cell phones and iPods are not allowed during either lecture or recitation.* Please make sure to silence or turn off all phones—if your phone rings during class, I get to answer it.

REQUIRED COURSE MATERIALS:

- *Asian American Studies Now: A Critical Reader*, Jean Yu-Wen Shen Wu, Thomas Chen, eds. (2010)
- *From a Whisper to a Rallying Cry: The Killing of Vincent Chin and the Trial that Galvanized the Asian American Movement*, Paula Yoo (2021)

Reader and novel are available at the NYU Bookstore. All other materials including book chapters, articles, additional links, announcements and other added materials are available through our *NYU Brightspace* site.

GRADING: PARTICIPATION/ATTENDANCE, PAPERS, AND EXAMS

Course Grade: Class evaluation will be based on participation and attendance in lecture and recitation (20%), three papers (30%), midterm exam (25%) and final exam (25%).

Participation/Attendance: Attendance at all meetings of the lecture and recitation is expected. We understand that the pandemic has brought about extraordinary circumstances, however, and in-person attendance may not always be possible. Please communicate with your professors and Recitation Instructors *as soon as you know* you’ll be missing class due to illness, quarantine or a related matter – timely communication is key. We will work with you to make up the class absences through other forms of participation and learning. Outside of such circumstances, however, we expect you to come to class on time and stay for the duration. (20%)

Papers: To help you think through and engage the topics/concepts covered in the course you are responsible for submitting three (3) papers. These papers give you space to develop your own argument and offer textual evidence related to topics covered in the course. The first paper should be 3 - 4 pages double-spaced and is due at the beginning of your recitation

in week 4. Paper #2 and 3 are 4 – 5 pages double-spaced and due Week 10 and 14 respectively. Each paper is worth 10% of your overall grade.

Paper Prompt #1:

In the political cartoon, “School Begins,” drawn in January of 1899 by Louis Dalrymple in the nationally popular magazine *Puck*, the cartoon offers a rich and deliberate visual arrangement of differently racialized, gendered, and infantilized groups whose distorted images are issued as evidence to constitute a white supremacist vision of the United States.

Make an argument about the different representations of Kānaka Maoli (Native Hawaiians) in the political cartoon in contrast to how Kānaka Maoli are represented in other materials from our class (choose from the readings, films, poems, or visual art). Some questions you might consider: How is Kanaka Maoli culture understood differently by Kānaka Maoli themselves, writers or artists, as compared to representations in the cartoon? What impact do these representations have on the lives of Hawaiian people? How do Kanaka Maoli writers and artists intervene in such popular representations? Use at minimum one reading from our class. (3-4 pages) Due Week 4 in Recitation

Paper 2 “Contemporary Issues and Possibilities for Solidarity”: Choose one issue depicted in Jess X. Snow’s mural in Chinatown. How does the artist use art to convey contemporary issues? How does the artist use art to imagine possibilities for solidarity? Tie these points about the mural to something we have discussed in class thus far. How does a knowledge of previous events help you to contextualize contemporary issues? Use at minimum two readings from our course. (4 - 5 pages) Due Week 10 Recitation

Paper 3 “APA Cultural Productions”: Choose a cultural production -- film, television series, documentary, song, poem, etc. -- that has relevance to the issues we have discussed in class. How does the cultural production depict APA communities? How does the cultural production help us to think about APA issues? What does the cultural production include? Alternatively, what does it leave out? Be sure to analyze its connections to the themes of the course. Use at minimum two readings from our course that you did *not* use for Paper 2. (4 - 5 pages) Due Week 14 in Recitation

Students are encouraged to visit the professor and/or Recitation Instructors during office hours to discuss their papers.

On-line Office Hours:

Professor Lee: Wednesdays 12 – 2pm (beginning September 15) or by appointment

<https://nyu.zoom.us/j/2857647292>

Passcode: 285 764 7292

Professor Saranillio: Tuesdays 9-10:45am or by appointment

<https://nyu.zoom.us/j/3115044572>

Passcode: 311 504 4572

Exams: To gauge student comprehension of key concepts and ideas presented in lecture and readings, there will be two exams throughout the semester, one midterm (25%) and one final exam (25%). Exams will consist of key terms and essay questions that test your knowledge of the concepts and ideas of the course material. Blue books will be provided.

Extra-credit:

If you attend an online event related to A/P/A studies and write a full two-page response, you can receive up to .5% towards your final grade. You can do up to a maximum of three events for a total of 1.5%. If the response is not written well, you will not receive the total points. Turn in your responses to your Recitation Instructor during recitation. Turn this in at maximum three weeks after the event has passed.

Plagiarism:

Plagiarism is submitting a piece of work or a portion of a work (for example, an essay, research paper or quotation) which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source. You are responsible for knowing the University's policy on plagiarism, which can be found here:

<http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>. The University's policy will be strictly enforced to the fullest extent in cases of plagiarism.

Accommodations:

Academic accommodations are available for students with disabilities. The Moses Center website is: www.nyu.edu/csd. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU Immigrant Defense Initiative (IDI)

The NYU Immigrant Defense Initiative (IDI) offers free and confidential legal services to NYU students and employees, and their immediate family members, on their immigration cases. IDI can assist with DACA, TPS, asylum, legal permanent residency, citizenship, employment authorization, representation in immigration court, humanitarian visas, and consultations for those who have had contact with the criminal system (i.e. arrest or conviction) or have violated their visa. IDI also provides foreign travel monitoring for those affected by the Travel Ban, or who are at risk of being denied entry to the US, Know-Your-Rights trainings, and advocacy within NYU departments (financial aid, housing, student groups). Contact IDI at immigrant.defense@law.nyu.edu or 212- 998-6435 (no walk-ins). More information at: <https://www.law.nyu.edu/immigrantrightsclinic/IDI>

Wellness Exchange:

Wellness Exchange is the main mental health resource NYU:

<https://www.nyu.edu/students/health-and-wellness/wellness-exchange.html>

- Call the 24-hour hotline at (212) 443-9999,

- Wellness Exchange app anytime to talk
- make a [virtual appointment](#),
- "stop by" during our [virtual drop-in hours](#) to speak with a certified counselor about any day-to-day challenges or health concerns, including medical issues, stress, depression, sexual assault, anxiety, alcohol or drug dependence, and eating disorders.

A note about email:

Please be thoughtful in your professional communication. It is important to develop appropriate emailing styles for different contexts. Your professors and your peers expect emails to be written free of texting shorthand, with an appropriate salutation.

Feel free to contact me outside of normal hours, but understand that I may not respond immediately, in some cases up to 48 hours later. Note, too, that I cannot discuss grades, or answer substantive questions about course material, over email.

Changes to Syllabus:

The course syllabus is subject to change. Students will be notified at least one week prior to any changes and all new assignments, links to relevant posts and/or pieces will be posted to Brightspace.

COURSE SCHEDULE:

Week 1: (9.2) What is Asian Pacific American Cultures and Contexts?

- Introductions, syllabus speed dating, course expectations, and discussion of the political cartoon *School Begins*

Week 2 (9.7, 9.9) Settler Colonialism

Tu 9.7 Mo'olelo (History): Pacific Constructions of the "Past"

- Pualani Kanaka'ole Kanahale, "Foreword" in *Ha'ena: Through the Eyes of the Ancestors*, p. xiii
- Carlos Andrade, "Origins" in *Ha'ena: Through the Eyes of the Ancestors*, pp. 1-23.

Th 9.9 Water is Life: Primitive Accumulation and the Introduction of Capitalism

- D. Kapua'ala Spoute, "Water" in *The Value of Hawai'i*

Week 3: (9.14, 9.16) “Unfit for Self-Government” I : 1893 U.S. Backed Overthrow of the Hawaiian Kingdom

- Tu 9.14 Performance as Archive: the Pele and Hi'iaka Hula Epic
- Noenoe K. Silva, “Talking Back to Law and Empire: Hula in Hawaiian-Language Literature in 1862” in *Law and Empire in the Pacific: Fiji and Hawai'i*, pp. 101 – 121.
- Th 9.16 The White City: 1893 Chicago World’s Columbian Exposition
- Grover Cleveland, “President’s Message Relating to the Hawaiian Islands” House Ex. Doc. No 47, Fifty-third Congress, second session, December 18, 1893
 - Public Law 103 – 150 “Apology Bill”
 - Haunani-Kay Trask, “Apologies”

Week 4: (9.21, 9.23) “Unfit for Self-Government” II: Historical Amnesia and the Philippine-American War

Paper #1 (3 - 4 pages) Due in Recitation

- Tu 9.21 1904 St. Louis World’s Fair
- Nerissa S. Balce, “Filipino Bodies, Lynching, and the Language of Empire” in *Positively No Filipinos Allowed: Building Communities and Discourse*, pp. 43-60.
- Wed 9.22 Guest Speaker: Luis Francia, NYU
2 – 3:15pm
<https://nyu.zoom.us/j/91510546517>
- Ian Urbino, “Empire Strikes Back”
 - Luis Francia, “Brown Man’s Burden”
- Th 9.23 If you were unable to attend the guest speaker’s presentation on Wednesday please use this time to watch on your own time.

Week 5: (9.28, 9.30) Anti-Asian Violence and ‘The Chinese Question’

9.29 in recitation: “Fighting Anti-Asian Discrimination in the 19th Century: A Guided Tour”

- Tu 9.28 Guest Speaker: Liz Ouyang, NYU
- Gonnerman, Jennifer. "Pvt. Danny Chen 1992-2011", New York Magazine, January 6, 2012, <https://nymag.com/news/features/danny-chen-2012-1/>.
 - OuYang, Elizabeth. "Military Courts and Private Danny Chen", *Harvard Kennedy School Asian American Policy Review*, Volume 13, 2012-2013

- Lok Siu and Claire Chun, “Yellow Peril and Techno-Orientalism in the Time of COVID-19: Racialized Contagion, Scientific Espionage, and Techno-Economic Warfare” in *Journal of Asian American Studies* 23, no. 3 (2020): 421 – 440.

Th 9.30 Guest Speaker: Dylan Yeats

- Erika Lee, “The Chinese Are Coming. How Can We Stop Them? Chinese Exclusion and the Origins of American Gatekeeping” in *Asian American Studies Now!*
- Mae Ngai, “Why Trump is Making Muslims the New Chinese,” [cnn.com https://www.cnn.com/2017/01/30/opinions/muslims-are-new-chinese-ngai-opinion/index.html](https://www.cnn.com/2017/01/30/opinions/muslims-are-new-chinese-ngai-opinion/index.html)

Week 6: (10.5, 10.7) Ineligible to Citizenship: Anti-Immigrant Legislation and Sentiment

Tu 10.5 Anti-Immigrant Legislation

- Erika Lee, selections from *The Making of Asian America*

Th 10.7 Midterm Review

Week 7: (10.12, 10.14) Midterm

Tu 10.12 No Class: Legislative Day

Th 10.14 Midterm

Week 8: (10.19, 10.21) Internment Camps

Tu 10.19 Japanese American Internment

Film: *Pilgrimage* (2007, dir. Tadashi Nakamura)

- Michi Nishiura Weglyn, “The Secret Munson Report” in *Asian American Studies Now!*
- “Executive Order 9066”
<http://historymatters.gmu.edu/d/5154>
- Life Magazine’s 1941 Article, “How to tell Japs from the Chinese”
<http://digitalexhibits.wsulibs.wsu.edu/files/original/cf2dcf0cbabc74b6359e319276d5091a.jpg>

Th 10.21 Guest Speaker: Jess X. Snow

Week 9: (10.26,10.28) Post '65 Immigration and the Refugee Experience

- Tu 10.26 Post '65 Immigration and the Refugee Experience
- Paul Ong and John M. Liu, "U.S. Immigration Policies and Asian Migration," 155-174
- Th 10.28 Guest Speaker: Nou Moua
- "Go Where You Need to Go," Hmongumentary Podcast, <https://www.hmongumentary.com/sharon-her>
 - "Did I make the right choice?," Hmongumentary Podcast, <https://www.hmongumentary.com/yayo-vang>
 - Eric Tang, *Collateral Damage: Southeast Asian Poverty in the United States* in *Asian American Studies Now*

Week 10: (11.2, 11.4) The Model Minority Myth

Paper #2 (4 - 5 pages) Due in Recitation

- Tu 11.2 Origins of the Model Minority Myth
- William Peterson, "Success Story, Japanese-American Style," *New York Times*, 1/9/66
 - Robert G. Lee, "The Cold War Origins of the Model Minority Myth" *Asian American Studies Now!*
- Th 11.4 Crazy Rich Asians and the Global Model Minority Myth
- Corrinne Mitsuye Sugino, "Crazy Rich Asians and the Politics of Representation" in *Lateral: Journal of the Cultural Studies Association*, Issue 8.2. (Fall 2019)
 - Mari Matsuda, "We Will Not Be Used: Are Asian Americans The Racial Bourgeoisie?" in *Asian American Studies Now*

Week 11: (11.9, 11.11) Third World Liberation and the Asian American Movement

- Tu 11.9 Guest Lecture: Wilson Sherwin, NYU
- Th 11.11 What Time is Now?: TWLF and the Asian American Movement
- Glenn Omatsu, "The Four Prisons and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s" in *Asian American Studies Now*
 - Jason Oliver Chang, "Walking with Asian American Studies," *Journal of Asian American Studies* 23, no. 3 (2020): 329 – 333.
 - *Code Switch* podcast, "The Long, Bloody Strike for Ethnic Studies"

Week 12: (11.16, 11.18) Asian American Solidarities

- Tu 11.16 Guest Speaker: Minju Bae, Rutgers University
- Anelise Chen, “The Real Story Behind Five Dumplings for a Dollar Deal,” <https://opencitymag.aaww.org/five-dumplings-for-a-dollar/>
 - Katie Quan, “Memories of the 1982 ILGWU Strike in New York City Chinatown,” *Amerasia Journal*
- Th 11.18 Guest Speaker: Rachel Kuo, University of North Carolina - Chapel Hill
- Rachel Kuo, “Visible Solidarities: #Asians4BlackLives and Affective Radical Counterpublics” in *Studies of Transition States and Societies*
 - “One Korean American’s Reckoning” on *Code Switch* Podcast, NPR
<https://www.youtube.com/watch?v=DuxfEsjrW84>

Week 13: (11.23, 11.25) Thankstaking – No Classes

Week 14: (11.30, 12.2) Genealogies of Anti-Asian Violence

Paper #3 (4 – 5 pages) Due in Recitation

- Th 11.30 Please screen at home: *Who Killed Vincent Chin?*
- *From a Whisper to a Rallying Cry: The Killing of Vincent Chin and the Trial that Galvanized the Asian American Movement*, Paula Yoo (2021)
 - “How Vincent Chin’s Death Gave Others a Voice,” *Code Switch* Podcast, NPR
<https://www.npr.org/sections/codeswitch/2021/03/27/981718272/how-vincent-chins-death-gave-others-a-voice>
- Th 12.2 Please screen at home: “Moving Forward with the Legacy of Vincent Chin”
- “Professor Iyko Day on Violence Against the Asian Community”
<https://connectingpoint.nepm.org/prof-iyko-day-on-violence-against-the-asian-community/>
 - A/P/A Institute Event Recording: “Anti-Asian Violence: A Community Check-In for the Asian American NYU Community”
<https://apa.nyu.edu/anti-asian-violence-a-check-in-for-the-asian-american-nyu-community/>

Week 15: (12.7, 12.9) Asian Americans and the Media + Final Exam Prep

Tu 12.7 Final Exam Review

Th 12.9 Guest Speakers: Filming Asian America Class Presentation

Final Exam Date: Tuesday December 21st from 2 – 3:50pm