

**Asian Am 201/ Chc/Lat 289/ History 290:
Crossing Borders: Im/migration, Race, Gender, and Sexuality
Course Syllabus
(DRAFT dated: 8/14/15)**

Winter Quarter 2016
Day and Time: TBA

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This graduate level course focuses on the diversity of Asian American experience to examine multiple forms of border crossings: geographical, racial, cultural, sexual, and gendered. Through readings and discussions, we will analyze how individuals negotiate, bridge, and exacerbate social differences. We also will analyze how state and community institutions regulate and discipline various forms of border crossings. This course will emphasize the importance of intersectional analysis and seeks to foster conversation between scholars and students of varying disciplinary and interdisciplinary orientations interested in global and local migration, race and ethnicity, as well as gender and sexuality.

Through weekly readings and discussions, we will explore the following questions: How did im/migrants conceive of themselves and how were they perceived in terms of their ethnicity, nationality, and racial identities? In what ways did gender and sexuality define the migration and racialization processes? In turn, how did migration and ethnic/racial formation alter conceptions of gender and sexuality? Finally, what is the significance of im/migration for conceptualizing national identity, and how might transnational, diasporic or imperialist frameworks change the way we understand im/migration?

Course Schedule and Proposed Readings:

Week 1: Introduction

Claire Jean Kim, "The Racial Triangulation of Asian Americans," *Politics and Society* 27:1 (March 1999): 105-138

Warren Furumoto and Madeline Hsu, "Unwrapping Orientalist Constraints: Restoring Homosocial Normativity to Chinese American History," *Amerasia Journal* 29:2 (2003): 229-253

Yen Le Espiritu, "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in U.S. Scholarship," *Journal of Vietnamese Studies* 1:1-2 (February/August 2006): 410-433

Migration and Belonging

Week 2: Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (Oxford 2010) ISBN 978-0-19-973408-5

Week 3: Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton University Press, 2014, updated edition) ISBN-13: 978-0691160825

Week 4: Karin Aguilar-San Juan, *Little Saigons: Staying Vietnamese in America* (University of Minnesota Press, 2009) ISBN-13: 978-0816654864

The Body and Sexuality

Week 5: Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West* (University of California Press, 2012) ISBN-13: 978-0520270879

Week 6: Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford 2010) ISBN-10: 0199772355

Week 7: Sean Metzger, *Chinese Looks: Fashion, Performance, Race* (Indiana University Press, 2014) ISBN-13: 978-0253012562

Empire and Globalization

Week 8: Adria L. Imada, *Aloha America: Hula Circuits through the U.S. Empire* (Duke University Press, 2012) ISBN-13: 978-0822352075

Week 9: Catherine Ceniza Choy, *Global Families: A History of Asian International Adoption in America* (New York University Press, 2013) ISBN-13: 978-1479892174

Week 10: Nitasha Tamar Sharma, *Hip Hop Desis: South Asian Americans, Blackness, and a Global Consciousness* (Duke University Press, 2010) ISBN- 13: 9780822392897

Course Assignments:

As a graduate seminar, the success of this course depends upon your active participation. All reading and writing assignments must be completed by the appointed date and time. Incomplete assignments and lack of participation will not only adversely affect your grade but will also lessen the overall learning experience for everyone else in the course.

1. Six reading responses (30% total of overall grade). These 3-4 page responses both summarize and offer your critique of the readings for each class. For each response, I recommend writing one to two paragraphs summarizing the main argument or arguments of the readings and an additional one to two paragraphs offering your critical response to the readings. Keep in mind, it is rather difficult to write a concise review. Think about being precise with your language and focus on

the most significant and/or intriguing arguments in the readings. These responses are due by 5 p.m. the day before class. Please do not turn in a reading response for the readings when you co-lead discussion.

2. Co-leading two discussions (20% total) and class participation (20%). When you lead discussion, prepare a short overview of the week's reading(s). The presentations should not last more than 5 minutes for each discussion leader. Focus your comments on the main issues raised by the works. Do not just summarize the arguments but reflect on the ways in which the readings converse with one another. In addition, prepare a list of topics or questions that you would like the class to explore. Remember, your job as a facilitator is not to dominate but to facilitate discussion. Feel free to be creative in facilitating discussion. I am available to meet with you beforehand if you have questions.

3. Final Project (30%).

Option 1: A 12-15 page "think" piece about the readings for this class. This is an opportunity to synthesize and reflect on what you've been reading and discussing for this course. The paper should consider how the various authors have identified research questions/topics, utilized research methodologies and sources, as well as developed their interpretations. You may choose to focus on a particular theme that allows you to draw in several of the authors in conversation with one another.

Option 2: A 12-15 page literature review paper on a topic of your choice. For this paper, you may want to explore a particular theme or combination of themes from the course, such as the significance of empire and sexuality, or offer a comparative racial/ethnic analysis. You should both draw upon the readings of this class and supplement with an addition 3-5 books. How does this collection of scholarship that you have assembled offer insight into how the research questions, methodologies, and theoretical analyses about your topic change over time?

Option 3: If you are engaged in an extensive research project that is related to the topic of this course, you could use the final project for this course to continue your research and writing. Please meet with me to propose an alternative final project.

Option 4: A 5 minute digital narrative or other multi-media creation on a topic related to this course. If you are interested in this option and would like to receive training on making digital narratives, let me know. For this assignment, please submit an annotated bibliography, indicating the significance of each source that you use (visual, music, quotes, etc.). You also should turn in a 1-2 page artist statement explaining your vision and goals for your multi-media composition.