



## Theories in Asian American Studies

### ETST 106: Summer 2016

**Instructor: Ren-yo Hwang**

Summer Session II:  
July 25-August 24th 2016  
Monday & Wednesday  
4:10 PM - 7:00 PM  
The Location: INTS 1130

Email: [read.ren.write@gmail.com](mailto:read.ren.write@gmail.com)  
Office Hours: INTN 4033  
Mon & Wed (3-4 pm), and by appt.  
Course Website: <http://renyolk.wixsite.com/etst106>

This course will critically investigate core theoretical arguments about the site and field of Asian American studies, its function/resistance in the university and the political global world, and at its inception an unapologetic political project inextricably tied to the field of ethnic studies, “third world solidarity” and as a site of relation and affinity to Black, indigenous and Latinx social justice movements and radical thought in and outside the university. We will study the ways in which "canonization" and "institutionalization" have impacted and created new challenges in AAS as a field and site of resistance of past, present and future. We will study the relation and role AAS has to the growing call for "diversity" in the US, and in which ways the field might create alternative logics and modes of doing and thinking that does not become inured by a post-racial discourse. We will conclude to examine how burgeoning fields like Pacific Islander Studies, South East Asian studies, Arab American studies, Middle Eastern studies, mixed race studies, refugee studies, diaspora studies, queer/trans of color critique and transnational studies (and many more) create a moving and dynamic intervention that forces traditional notions of AAS to move and been transformed.

#### **COURSE OBJECTIVES**

- Develop and practice critical thinking skills together.
- Learn critically engagement and close reading of a variety of texts (written and filmic).
- Grasp a foundation of key themes, texts and theories in AAS.
- Be ready to pursue more advanced courses and readings in Ethnic Studies.
- Practice collaborative learning and teaching with one another.
- Partake in a successful team-based collaborative project.

#### **COURSE POLICIES:**

Grading: Each of your written works will be graded on your progress in substantiating the arguments of the authors work, individually and together, and linking it to your own critical

thought on the readings to the themes of the course. Using selected evidence directly from the text, the goal is to sharpen the skills and interests in which you will address, with clarity and conciseness, what each reading contributes.

Breakdown for grading:

Participation/Attendance:	30%
Weekly Reading Notes:	25%
Group Project:	25%
Final Paper:	20%
Total:	100%

**Attendance and Participation:** Attendance is required. Much of this class learning experience will be learned through your presence, contributions and shared analysis. You may miss up to two classes. However, if you plan to miss more than two classes, your participation grade will be in jeopardy. The 30% for participation is awarded not just for showing up, but for making contributions in some way to class discussion. If you more than three classes (we only have 9 total), you will lose all participation and will receive an alternative make-up assignments. Absences beyond three classes are subject to failing the course. It is expected for students to come to class prepared and ready for discussion, with reading available as well as reading notes out to be discussed. Family and medical emergencies are excusable with documentation, however work is still due on time, unless discussed otherwise.

**Work Format:** All written work must be typed, double-spaced, and use a 12-point font and standard margins. All papers must have your full name (preferred or given), the date, the assignment number and/or title in the top header or a cover page. Please staple all work over 1-page in length. Plagiarism simply will not be tolerated. Just don't do it. Cite it.

**Email Policies:** I will check emails before 6pm and will respond to emails the best I can within 24hrs on weekdays. Additionally, if you would like an answer same day, please send it to me before 5pm, if not, I will do my best to reply to you the following morning. You may email me if you have any questions about the readings, assignments, or course itself. If your question requires a discussion, I would recommend attending office hours or scheduling an appointment.

*\*PLEASE title your email with the following subject heading: ETST 106: (Name, Concern)\**

No late work will be accepted. If you are to be absent, to avoid receiving deductions on your work due, particularly your reading notes and responses, they will need to be submitted to me by email prior to class at [read.ren.write@gmail.com](mailto:read.ren.write@gmail.com)

### **COURSE REQUIREMENTS:**

1) Weekly Reading Notes (30% of total grade, Each apx 4%) – Every week you will be asked to submit a copy of your reading notes. These notes will prepare you for completing your critical reading response papers. Your notes should consist of at least three to four pertinent questions about the larger argument of each reading, and two inquiries that specify a challenge for you in doing close reading. The idea of the reading notes is to allow you space and time to

ask questions, both the provoking and mundane. You will be asked to thematically categorize your questions. We will do a mock reading note exercise together with an in-class short reading on the first day of instruction.

**3) Group Project – (25% of total grade)** Small groups will construct a creative presentation/project using minimum 3-4 different sources from the course, delving in further into a specific approved topic from the course.

**Break down of project grading (10 points total):**

Collaboration with Team (group evaluation) – 1pt

Report of your contributions and process – 1pt

Group Report (collaborative) 1-2 page per participant (apx) – 4pt

Final Project Presentation – 4pt

**4) Final Paper – (20% of total grade)** 8-10 page final paper. You will construct a final paper that argues as to how your selected readings (minimum four texts from course, and 1-2 media texts from course) support your critical understanding of the course topics, and by extension, how you are connecting these readings and your research topic to a current event(s) or specific political issue. You will practice and use one selected archive (one primary source) outside of the course readings. Topics must be approved no later than Wednesday of Week 3 after your one-on-one meetings with the instructor. At this scheduled meeting will submit a half to full page abstract on your potential topic, describing your focus, any primary sources you have perused and how it relates to the course. Please include any beginning research questions. If you are seeking extra credit, or if having missed two or more Reading Notes, your final paper must provide additional citations from specifically the weeks missed.

**5) Participation (30% total)** Please reread “Course Policies” for more details. In addition, as part of your class participation, you will be required to interact with the course website through posting weekly comments and questions about readings, media, class discussions and any constructive concerns about course instruction, pedagogy, shared study space and or course materials.

**WEEK ONE: Why Theory in AAS?**

1. Activating Critical Thought & Intersectional Analysis
2. Genealogies & Key Debates

1) Lisa Lowe "Canon, Institutionalization, Identity: Asian American Studies" in *Immigrant acts: on Asian American cultural politics* (1996).

2) Please read link of letter from Asian Americans to their families about Black Lives Matter. Please read the letter fully. <https://lettersforblacklives.com>,

<[https://www.youtube.com/watch?v=vrR-8\\_odGh4](https://www.youtube.com/watch?v=vrR-8_odGh4)>

3) Begin Lisa Lowe's "The Intimacies of Four Continents" (2006)

**WEEK TWO: The Influence of Black Radicalism and Liberation on AAS**

**Monday 08/01/16**

Lisa Lowe "The Intimacies of Four Continents"

Grace Lee Boggs's introduction in new edition of *Revolution and Evolution in the 21st Century* (James Boggs and Grace Lee Boggs)

**Wednesday 8/03/16**

Vijay Prashad, "Of Anti-Black Racism" in *The Karma of Brown Folk*

Vijay Prishad, "Bandung" in *The Darker Nations: A peoples history of the third world.*

**Films: American Revolutionary: The Evolution of Grace Lee Boggs (dir. Grace Lee, 2013)**

**WEEK THREE: Women, Queer and Trans\* of Color Feminisms and Critique in AAS**

**Monday, 8.8.16** (Notes should be closer to 3 pages)

- 1) Judy Tzu-Chun Wu, "Hypervisibility and Invisibility Asian/American Women and Radical Orientalism and the Revisioning of Global Feminism"
- 2) David Eng, "Out Here and Over There Queerness and Diaspora in Asian American Studies"- Epilogue in *Racial Castration*
- 3) Emi Koyama, "Whose Feminism is it Anyway? The Unspoken Racism of the Trans Inclusion Debate."

**Wednesday 8.10.16**

- 4) Vera Miro, "Coalitional Politics: (Re)turning the Century" in *Q & A: Queer in Asian America*
- 5) Jasbir K Puar, Transnational Sexualities: South Asian (Trans)nation(alism) and Queer Diasporas in *Q & A: Queer in Asian America*

**Films:**

**Mountains That Take Wing: Angela Davis & Yuri Kochiyama - A Conversation on Life, Struggles & Liberation (dir. C.A. Griffith, H.L.T. Quan, 2010)**

**WEEK FOUR:**

**Against Consolidations, Colonialism, Empire and Simplifying Differences:**

**Monday 8.15.16 (4:10pm-7:30pm)**

Yên Lê Espiritu, "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in US Scholarship"

Yên Lê Espiritu, "We-Win-Even-When-We-Lose" Syndrome: U.S. Press Coverage of the Twenty-Fifth Anniversary of the "Fall of Saigon"

**Tuesday 8.15.16 (6-8pm, make-up class)**

Inderpal Grewal, "Transnational America: Race and Gender after 9/11"

Neferti X. M. Tadiar, "Why the Question of Palestine is a Feminist Concern"

[http://socialtextjournal.org/why\\_the\\_question\\_of\\_palestine\\_is\\_a\\_feminist\\_concern/](http://socialtextjournal.org/why_the_question_of_palestine_is_a_feminist_concern/)

**Wednesday 8.16.16 (4:10pm-7:30pm)**

Finish readings of Week 4

Group Project Presentations

**Media and Film:**

**“Who Killed Vincent Chin” (dir. Christine Choy, Renee Tajina-Peña 1987)**

~ Critiquing the movement/media around NYPD officer Peter Liang

~Asian Americans discussing Black Lives Matter

**WEEK FIVE:**

~**Final Papers Due August 26<sup>th</sup>, 2016 at 5pm to iLearn-** under Assignments- we will be using “Safe Assign”

~All make-up or incomplete work must be submitted by August 25<sup>th</sup>, 2016 at 5pm

**GENERATIVE LEARNING SPACES**

Classroom time is an opportunity to work out, struggle with and share complex ideas through writing, peer and group discussion. Please remember that together we can foster a space of respect whilst acknowledging our differences. We are learning together to engage one another in a respectful and compassionate manner. All students should be able to express their thoughts, opinions, and ideas without being shut down by one another. As part of a continual effort to improve our collective educative spaces, let us not presume anyone's abilities, circumstances, chosen name, gender, race, ethnicity, education, politics or point of view.

**ACCESS NEEDS**

Do let me know if there are different abilities/access needs we can assist in accommodating accordingly. Also please see for more info/resources: <http://specialservices.ucr.edu>